REPORT RESUMES

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GUIDANCE FOR THE EXPLORATORY YEARS, REPORT OF THE ANNUAL ALL OHIO JR. HIGH SCHOOL GUIDANCE CONFERENCE (5TH, WEST CARROLLTON, APRIL 28, 1967).

BY- FRUSH, WILLARD AND OTHERS
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
OHIO SCHOOL COUNSELORS ASSN.

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THE THEME FOR THE FIFTH ANNUAL OHIO JUNIOR HIGH SCHOOL GUIDANCE CONFERENCE, HELD ON APRIL 28, 1967, WAS "GUIDANCE FOR THE EXPLORATORY YEARS." THE REPORT OF THIS CONFERENCE CONTAINS A CHART ON THE DIVISION OF GUIDANCE AND TESTING OF THE OHIO STATE DEPARTMENT OF EDUCATION, A LISTING OF THE OFFICIAL PROGRAM, AND THE COMPLETE SPEECHES PRESENTED IN ALL SESSIONS. THE SUBJECTS OF SOME OF THE SPEECHES GIVEN WERE GUIDANCE AND INDUSTRY, DEVELOPMENTAL COUNSELING, AN ADMINISTRATOR'S VIEW OF GUIDANCE, AND THE GUIDANCE PROVISONS IN THE NEW MINIMUM JUNIOR HIGH SCHOOL STANDARDS OF OHIO. CONTENTS OF THE 14 GROUP SESSIONS ARE ALSO GIVEN. INDIVIDUAL CONFERENCES FOR EDUCATIONAL PLANNING, ORIENTATION FOR SEVENTH-GRADE STUDENTS AND THEIR PARENTS, GUIDANCE IN THE CLASSROOM, AND AN OVERVIEW OF THE TOTAL JUNIOR HIGH SCHOOL PROGRAM WERE SOME OF THE TOPICS DEALT WITH IN THESE GROUPS. (VL)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

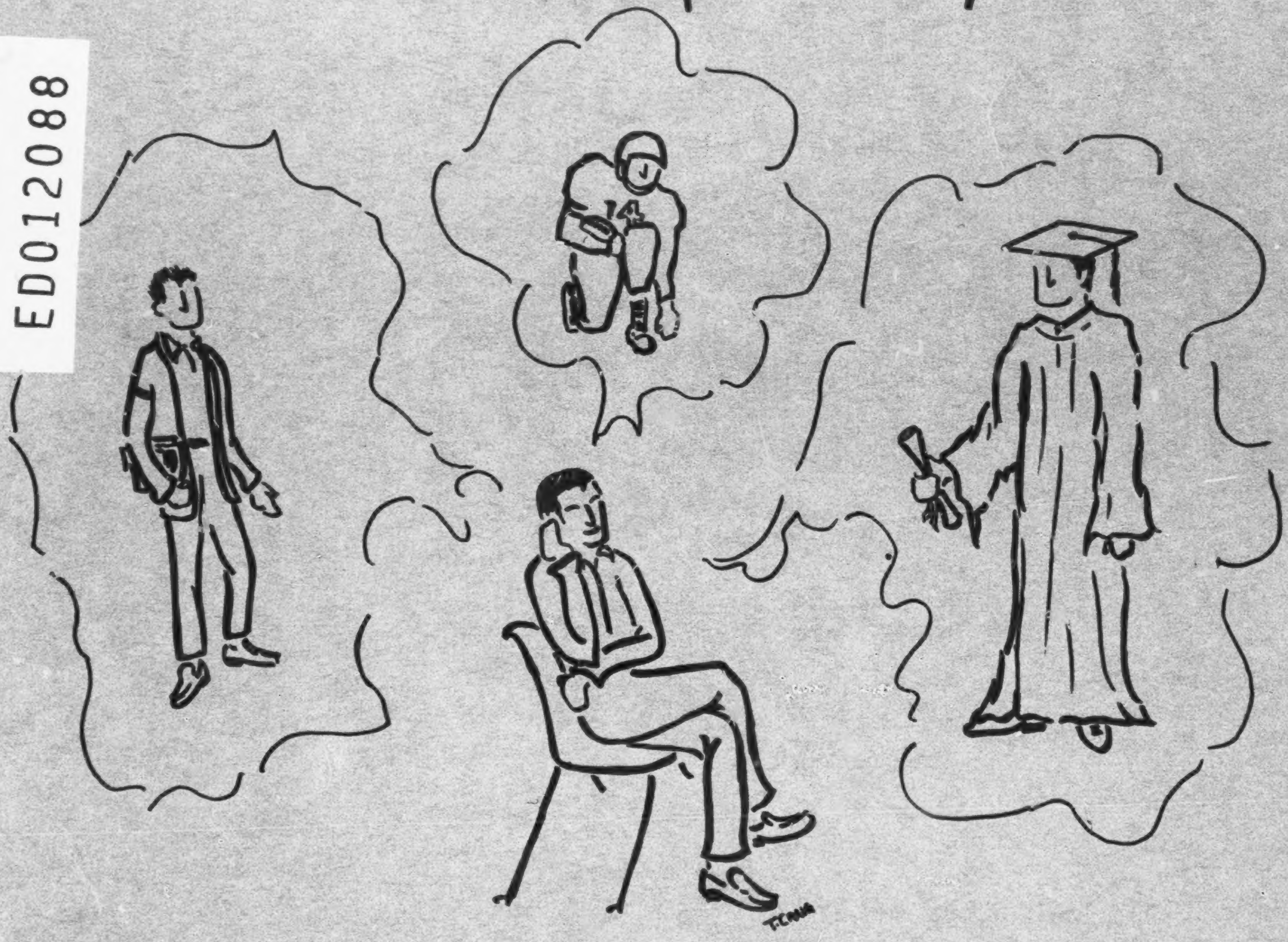
Report of the

5th ANNUAL
All Ohio Jr. High School GUIDANCE CONFERENCE

April 28, 1967

"Guidance for the Exploratory Years"

ED012088



Host:

West Carrollton Junior High School

Co-sponsered with the DIVISION of GUIDANCE & TESTING
State Dept. of Education and Ohio School Counselors Assoc.

CG 000 324

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The Ohio State University

FOREWORD

Approximately 400 were in attendance on April 28, 1967 for the Fifth Annual Ohio Junior High School Guidance Conference which had as its theme, "Guidance for the Exploratory Years." The guidance staff of the West Carrollton Junior High School, West Carrollton, Ohio served as host and sponsored the conference in cooperation with the Ohio School Counselors Association, and the Division of Guidance and Testing, Ohio Department of Education.

"We - Guidance and Industry," was the topic of the afternoon main address by Mr. Michael Pekarek, Speaker's Bureau, National Cash Register, Dayton, Ohio. Dr. Herman J. Peters, Professor of Education, The Ohio State University, presented the keynote address on the topic, "Some Drops Do Sparkle." Fourteen group sessions were repeated so that all in attendance could attend two of their choice. An added feature was a presentation on "An Administrator's View of Guidance," by Mr. James C. Johnson, Principal, West Carrollton Junior High School, followed by "A Response from State Guidance Supervisor," given by Dr. Charles E. Weaver. Mr. Walter W. Davidson, President, OSCA, brought "Greetings from the Ohio School Counselors Association." Participants in the conference were welcomed by Mr. Harold E. Schnell, Superintendent, West Carrollton City Schools. Mr. Willard L. Frush, Guidance Coordinator, West Carrollton City Schools, served as Conference Chairman. Other members of the Planning Committee are indicated on pages i and iii. This conference report was prepared by the Guidance Services Section, Division of Guidance and Testing. Mrs. Donna Phillips typed the report.

A significant aftermath of any conference is to review the evaluations submitted by the participants. Most evaluators were highly complimentary as evidenced by the following statements: "Don't know when I have enjoyed a meeting so much;" "Mr. James Johnson said more of value in a few minutes than any one I've heard lately. He knew how to get his message across;" "Words cannot express the way I accepted Mr. Pekarek's remarks. He was just wonderful;" "Dr. Peters was outstandingly great. This man hit us where it hurts in hopes that we take another look at some of our present day practices and beliefs;" "Planners were very well organized as shown by communications, educators' responses, and opportunities to renew friendships." The thoughts in the next two reproduced evaluative statements were repeated again and again. "It was a beautifully organized and executed conference; the directions were clear and concise; it was a most delicious dinner graciously served; the music was restful and appreciated; the decorations were effective, and the favors unexpected, but appreciated," and "Willard Frush and his staff are to be highly commended!!!"

Charles E. Weaver

Charles E. Weaver, Ph.D.
State Supervisor, Guidance Services
and Consultant
Fifth Annual Ohio Junior High School
Guidance Conference

CEW/dp
May 1967

THE FIFTH ANNUAL OHIO
JUNIOR HIGH SCHOOL GUIDANCE CONFERENCE
PLANNERS AND COMMITTEES

CONSULTANTS

Dr. Charles Weaver and Mr. Jerrold Hopfengardner
Division of Guidance and Testing
Ohio Department of Education

COMMITTEES

CHAIRMAN

Willard Frush
Guidance Coordinator
West Carrollton City Schools

REGISTRATION

Mr. David Cliness and Mrs. Marcella Wentzel, Co-Chairmen

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Mrs. Carol Waldrop
Mr. Alvin Houck

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Mrs. Pauline Brown
Mrs. Jan Barker
Mrs. Karen Scott
Miss Barbara Gnagey
Miss Nancy Reichelt
Miss Jan Hench

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Mr. James Johnson, Chairman

PHYSICAL FACILITIES (Continued)

Mrs. Anna Zimmer, Nurse
Mr. Alvie Bentley, P.A. System
Miss Ruth Woodman, Library Host
Miss Jean Smith, Reading Laboratory Host
Mrs. Joyce Place, Reading Laboratory Host
Mrs. Julie Erickson, Language Laboratory Host
Mrs. Lucile Recher, Math Laboratory Host
Mr. Brent McGarvey, Stage Manager
Mr. Gary Gauldin, Industrial Arts Host
Mr. Gerald Cribley, Industrial Arts Host

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Mrs. B. G. Stringham, Chairman

AUDIO VISUAL AIDS

Mr. A. Claire Eisele, Chairman

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Mr. Dale Disney
Mr. Marshall Griffith
Mr. Larry Warner
Mr. Larry Johnson
Mr. Clem Grilliot

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Mrs. Janet Wallman, Co-Chairman
Miss Beverly Schuster, Co-Chairman
Mrs. Dorothy Tuttle, Head Cook
Mrs. Ann Randall, Food Coordinator
Mrs. Pauline Brown, Assistant
Mrs. Jan Barker, Assistant

ORGANISTS

Miss Deborah Recher
Miss Diana Frush
Mr. Kenneth Rice
Mr. Dale Thompson

OHIO SCHOOL COUNSELORS ASSOCIATION
EXECUTIVE BOARD

1966-1967

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Western............Margaret Richards
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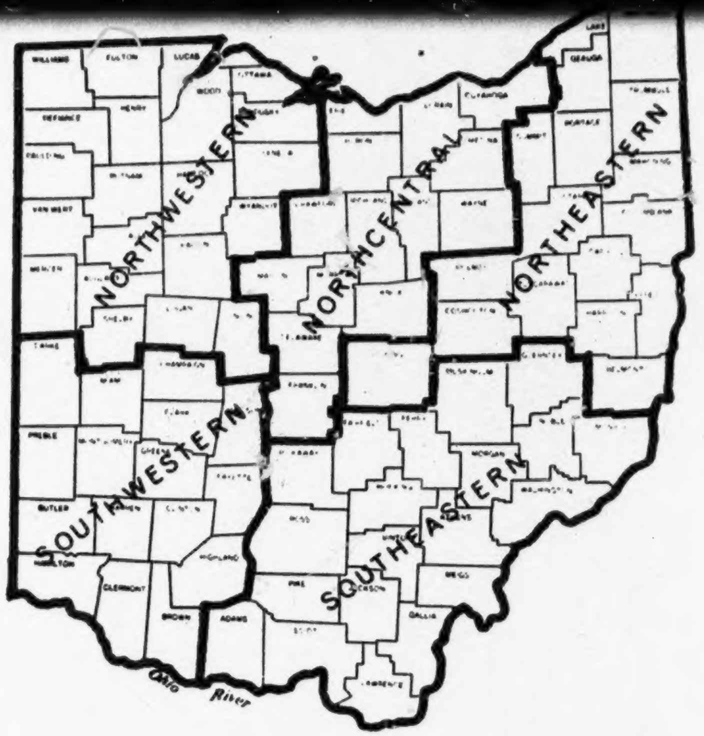
Kettering, Ohio 45429

State Dept. Rep.....Charles E. Weaver
Ohio Dept. of Education
751 Northwest Boulevard
Columbus, Ohio 43212

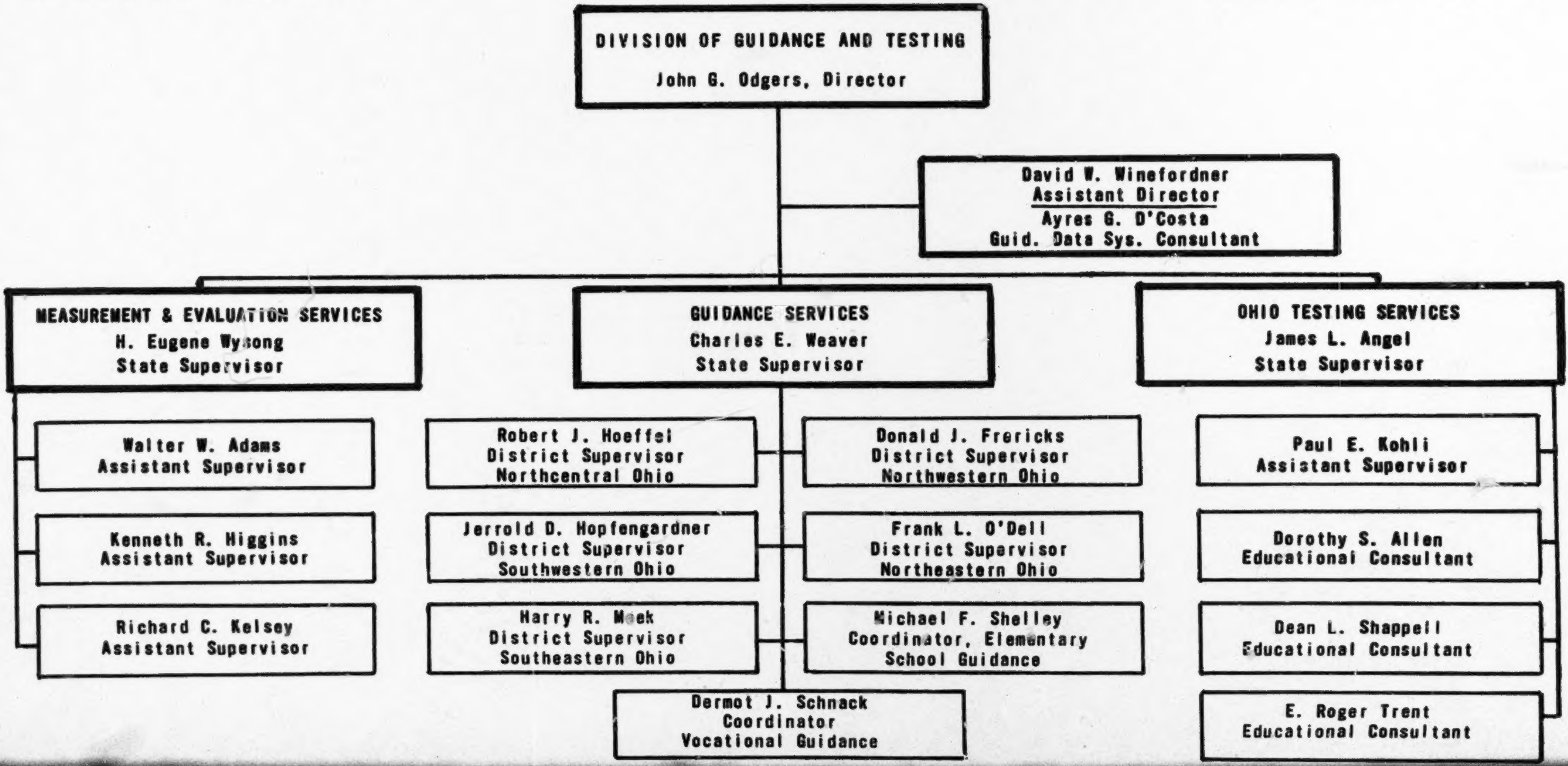
The Division of Guidance and Testing, State Department of Education, provides assistance to Ohio schools in the development of adequate guidance, counseling, and testing programs. Services provided include:

- Consultation
- Inservice Education
- Research and Evaluation
- Publications
- Identification and Use of Resources
- Promotion of State and Area Professional Organizations
- Coordination of Statewide Professional Conferences



The Division of Guidance and Testing cooperates with other Divisions of the State Department of Education and with non-school agencies on projects of mutual concern such as:

- Audio-Visual Workshops
- Supervisory Conferences
- Vocational Surveys
- Research
- Development of Criteria For Counselor Certification
- High School Equivalency Testing Program
- Pre-service Education of Teachers and Counselors



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Dorothy S. Allen
Educational Consultant

Dean L. Shappell
Educational Consultant

E. Roger Trent
Educational Consultant

OFFICIAL PROGRAM

1:00-2:00....................................REGISTRATION

Refreshments in the cafeteria

2:00-3:15....................................OPENING SESSION

Presiding....................................Mr. Willard Frush
Guidance Coordinator
West Carrollton City Schools
West Carrollton, Ohio

Welcome....................................Mr. Harold E. Schnell
Superintendent
West Carrollton City Schools

Greetings from the Division of
Guidance and Testing........................Mr. John Odgers, Director
Division of Guidance and
Testing, State of Ohio,
Department of Education

Introduction of Speaker......................Mr. Jerrold D. Hopfengardner
District Supervisor
Guidance Services Section
Division of Guidance and
Testing, State of Ohio,
Department of Education

Address

"WE-GUIDANCE AND INDUSTRY"

Mr. Michael Pekarek
Speaker's Bureau
National Cash Register, Dayton, Ohio

3:15-3:30....................................BREAK

3:30-4:10....................................Discussion Groups (First Session)

Group Topic

I. Individual Conferences for Educational Planning
-- Mr. Harris, Miss Proffit, Mr. Walker,
Mr. McCormick - Kettering Schools
Host: Mr. James Lisle

OFFICIAL PROGRAM (Continued)

II. Orientation for 7th Grade Students and Their Parents
-- Mr. Rasor, Miss Elsassner - Mansfield Schools
Host: Mr. Ressler Brown

III. Eighth Grade Group Guidance and Sixth Grade Orientation
-- Mrs. Slater, Mr. Marulli - Canton Schools
Host: Mr. James Vaughn

IV. Improved Staff Relations through In-Service Training and Guidance Bulletins
-- Miss Henderson, Mrs. Gardner, Mr. Saine - Lima Schools
Host: Mr. John Strahan

V. Vocational Choice vs Vocational Development
-- Mr. Angus - Miami University
Host: Mr. Donald Wallman

VI. College Bound Club
-- Miss Mowrey - Parma Schools
Host: Mr. Lyle Fox

VII. Federal Funded-Head Start and 5-Day Pre-School Orientation
-- Mr. Taylor, Mr. Epstein, Mrs. Frank - Cleveland Schools
Host: Mr. Robert Alspach

VIII. Overview of a Total Junior High Program
-- Miss Morgan, Mr. Thackara, Mrs. Grigsey,
Mrs. Hammons - Hamilton Schools
Host: Mr. ArtisHelm

IX. Project "90" - Special Program for Able Under-Achievers
-- Mr. McDevitt - Cincinnati Schools
Host: Mr. Steven Grissom

X. "Work-Oriented Junior High School"
-- Mr. Adamore - Cincinnati Schools
Host: Mr. Dennis Coffield

XI. "Looking at Kids Through Survey Test Scores - The Discussion of the OST with Junior High School Implications"
-- Mr. Kohli, Mr. Trent - Division of Guidance and Testing
Host: Mr. Donald Ousley

XII. Junior High is not too soon to Plan College
-- Dr. Fuhr - Miami University
Host: Mrs. Selma Frush

OFFICIAL PROGRAM (Continued)

XIII. "Guidance in the Classroom"
-- Dr. Campanelle - University of Dayton
Host: Mrs. Lucile Recher

XIV. Guidance for Underachieving Superior Students
-- Dr. Diethorn - University of Dayton
Host: Mr. Ronald Wilson

4:10-4:20....................................BREAK

4:20-5:00....................................Discussion Groups (Second Session)

5:00-5:15....................................BREAK

5:15---- ....BANQUET AND PROGRAM

ORGAN MUSIC
by
Mr. Robert Dittman
and
Junior High Students

Invocation....................................Reverend James K. Donnell, Pastor
First Presbyterian Church of
West Carrollton

Presiding....................................Mr. Nelson J. Houck
Counselor
West Carrollton Junior High School

Greetings from Ohio School
Counselors Association....................Mr. Walter W. Davidson
President, O.S.C.A.

An Administrator's View of Guidance.........Mr. James C. Johnson
Principal
West Carrollton Junior High School

Response from State Guidance Supervisor.....Dr. Charles E. Weaver, Supervisor
Guidance Services Section,
Division of Guidance and Testing,
State of Ohio Department of Education

Keynote Address ....Dr. Herman J. Peters
Professor of Education
The Ohio State University

"SOME DROPS DO SPARKLE"

OPENING SESSION

PRESIDING

Mr. Willard Frush
Guidance Coordinator
West Carrollton City Schools

Good afternoon, ladies and gentlemen. Welcome to West Carrollton and to the Fifth Annual All Ohio Junior High Guidance Conference. We hope the conference will provide each of you with professional growth, interest, and challenge. I know the planning committee, whose names are listed in the program, have worked long and hard in an effort to make this conference a worthwhile experience.

I would like to take this opportunity to direct your attention to your packet of materials. First of all, we would appreciate it if you will complete the reaction sheet before leaving and deposit it in one of the boxes provided for that purpose at the exits of the auditorium. The reaction sheets will be read and will assist in planning the 1968 Junior High Guidance Conference.

Next, I would like to call your attention to the pink form--the news release that summarizes the conference. We would like for you to complete it and mail it to your local newspaper, so that the public will be informed about your being interested in growing professionally in the field of guidance.

Third, I want you to look with me at the program. Due to circumstances beyond our control we were forced to make a change. Our keynote speaker, Dr. Herman J. Peters will speak after the banquet instead of the opening session. Therefore, Mr. Michael Pekarek will be our opening session speaker. We trust that the program change will not inconvenience any of you.

Now without further adieu, I would like to proceed with the program. It is indeed a privilege and a pleasure to introduce the next gentlemen. He received his undergraduate training at The Ohio State University and received his Master's Degree from Indiana University. He has been a teacher, an elementary and a secondary principal. He is guidance oriented and is in charge of the educational services of our school. He is really the fellow who makes our organization keep on the move. I present to you Mr. Harold E. Schnell, Superintendent of the West Carrollton City Schools, Mr. Schnell.

WELCOME AND GREETINGS

Mr. Harold E. Schnell
Superintendent
West Carrollton City Schools

It should come as no surprise to you to hear me say that you are welcome. We are glad to have you here and we are honored to be the host to such an important group.

Why are you such an important group? What might be a distinguishing factor of identification for this gathering? How are you different from some other group?

Let's assume that we had all teachers in your places here today--teachers who had little guidance training or experience, what do you have more of that they would tend to have not quite so much of? I would like to suggest that understanding would be high on the list--understanding of what it is that makes a youngster tick.

When considering a junior high youngster there is so much to understand--the need to understand what happens to him before he reaches junior high as well as the need to understand what happens to him after he leaves junior high. Added to this mountainous need for understanding is the emphasis being placed upon the need for all of us to have a greater depth of understanding of the cultural background of each youngster so that we may better interpret his frame of reference for his motives and values. The degree of understanding which a school system can achieve in behalf of its young people is a major challenge to guidance personnel especially at the junior high level.

When a guidance department is able to follow through and meet the challenge to understand, it can truly be classified as the "conscience" of the school. Guidance can follow only if there is first, understanding.

Mr. Willard Frush

Thank you Mr. Schnell. Mr. Odgers is unable to be with us today so we have a pinch hitter. The pinch hitter is a man who is familiar to most of us here this afternoon and possibly needs no introduction. I could introduce him as State Supervisor, Guidance Services Section, Division of Guidance and Testing, State of Ohio Department of Education, but I feel most of you know him better as the title of "Mr. Guidance in Ohio." Dr. Charles E. Weaver, will bring us greetings from the State Department. Dr. Weaver.

GREETINGS FROM THE DIVISION OF GUIDANCE AND TESTING

Dr. Charles E. Weaver
Supervisor, Guidance Services Section
Division of Guidance and Testing
Substituting For
Mr. John G. Odgers, Director

Yesterday morning John called me on the intercom and said, "I'm really swamped, but I do want to attend the Junior High School Guidance Conference." During the day some of his activities involved reviewing the Title V-A, NDEA applications and instructions which are to go to the printers today, preparing an editorial for the last mailing of "Ohio Guidance News and Views," working on the budget, preparing some reports for the front office, directing the preparation for some information requested by some legislators, and working on meeting a deadline date for a standardized Student Interest Inventory.

Late afternoon yesterday John told me that he just couldn't possibly meet all of his local obligations and he regretfully asked that I represent him today in bringing greetings and best wishes from the Division. This I am glad to do, but I fully recognize that he would much rather be here in person to bring his own greetings to you.

I'm sure that he would want me to introduce the members of our staff to you. As you very likely know there are three sections in the Division of Guidance and Testing. The Guidance Services Section is my responsibility. I would like for all of the staff from this section to please stand. The Measurement and Evaluation Section, headed by Gene Wysong, has 100% in attendance today, and will they please stand. The Ohio Testing Services, headed by Jim Angel, is our third section. Will the representatives present from this section please stand.

John would want me to mention, I am sure, that we will be watching with interest the support that will be given to both guidance and education in general at this session of the Legislature. He is hoping, along with the rest of us, that legislation supporting guidance will be enacted.

Of course, John would want me to congratulate the Ohio School Counselors Association upon their fine work. He would especially want to applaud the election of Dave Hathaway, immediate past president of OSCA, to the American School Counselors Association's Board of Governors.

To Chairman Willard Frush, the counselors, administrators, and teachers of the West Carrollton City Schools he would want me to express his appreciation for their serving as host and planners of this fine program for us today.

Lastly, John would want me to wish for him that each one present will find something in this conference that is of a special personal interest, along with possibly learning of a new technique that can be used in your own school situation. By so doing, this will be a good day!

Mr. Willard Frush

Thank you Dr. Weaver. We are now ready to move into the most important part of the opening session. We chose this particular speaker because we felt he could present some ideas on bridging the gap between education and industry and give us some ideas on assisting our youngsters to make the transition from school to the world of work much easier. He has been with National Cash Register Company for 20 years. During his years with NCR he has had an opportunity to become intimately acquainted with many phases of the industrial world and personnel field. His extensive knowledge not only includes the industrial field, but also the rearing of two teenagers. His speaking engagements have included many Service Clubs, Business and Educator groups, and he is known as an outstanding speaker. I present to you Mr. Michael Pekarek, Speaker's Bureau, The National Cash Register Company, Dayton, Ohio who has chosen as his topic "We - Guidance and Industry."

AFTERNOON MAIN ADDRESS

"WE - GUIDANCE AND INDUSTRY"

Mr. Michael Pekarek
Speaker's Bureau
National Cash Register, Dayton, Ohio

Thank you very much for that fine introduction Mr. Frush. Finding myself before this distinguished group of Educators makes me realize how a cough drop salesman felt who was recently asked to address the American Medical Association during their recent convention.

We are fortunate to have with us a delegation of distinguished visitors from the State Office in Columbus headed by Dr. Charles Weaver, who delivered a fine message pinch-hitting for Mr. Odgers.

It's exciting to be in West Carrollton on this beautiful sunny Friday afternoon. A couple of hours ago as I was loading my gear into the car, my across-the-street neighbor walked over to my driveway and out of curiosity asked, "Where are you headed on this trip, Mike?" I answered, "It's only a short trip. This time I'm going over to neighboring West Carrollton where I shall be priviledged to share a couple of ideas with a group of Ohio Junior High School Guidance Counselors." He continued by asking, "Didn't you just get back from Raleigh, North Carolina?" I said, "Yes." "Weren't you over in Roanoke, Virginia the week before that?" I said, "Yes, and I thought I heard Norma, (that's his wife's name) saying that Irene (my wife) told her you had just been to the West Coast, San Diego I believe, is that true?" I said, "Yes, that's all true." He came back with "Really, don't you sometimes get bored and tired by all of this traveling, living out of a suitcase, being out in all kinds of weather?" I answered, "Now that you have asked me, I can honestly say I never get bored and seldom get tired, because I found out somewhere along in life that if you really believe in what you do, really love what you do, it never gets boring or tiring." Even though in some places this presentation is called a lecture, in others a seminar or speech, in my own heart I know it for what it really is, and that is a story of this Great Nation, its stores, its products, its schools, its teachers, its pupils, its administration, its people and their exciting way of life. I will tell you right now that I am very much in love with this Nation, its stores, its products, its schools, its teachers, its counselors, its pupils, and its exciting way of life.

We could perhaps start our deliberation most effectively by taking an imaginary trip across the Nation and see what is going on out there!

Climb aboard with me then, aboard a sleek, powerful jet early on a foggy morning in a place called San Diego, California. We roar off into the pre-dawn darkness and in minutes we see Los Angeles down below us, then it's San Francisco, after that Portland, Oregon, and Seattle, Washington, slip beneath the wing. We turn east; we see Spokane, Washington, and Bismark, North Dakota, the twin cities of Minneapolis and St. Paul, Cleveland, Ohio, Buffalo, New York, Bangor, Maine! We go south, we are over Boston, Cape Cod, Manhattan and New York City, Norfolk, Virginia, Atlanta, Georgia, Jacksonville, Florida, and Miami, fabulous Miami. We do a 45° degree turn to the right and we streak over Mobile, Alabama, and on into the Nation's heartland, Knoxville, Tennessee, Louisville, Kentucky, Cincinnati, West Carrollton, Dayton, Indianapolis, Indiana, and there 12 hours and 47 minutes from take off in San Diego, I see in the gathering dusk below a million red, white, and blue stars, blinking. These are the lights of Chicago, U. S. A. Is this all of America? It's hardly the start! We have, by and large, a whole nation full of healthy and prosperous people. I see them down there, desperately trying to break a hundred on dozens of literally hand-manicured golf courses. I see them hurry from the 18th green as they rush home to burn a $6.00 steak on a $63.00 grill in the back of a $28,000 house in a place called West Carrollton, suburbia U. S. A.!

These are free people! Free to think as they please, free to do what they please, free to worship as they please, and free to sign contracts with whom they please. That's why it's called the Free Competitive Enterprise System which means simply this: "You get a little complacent or lackadaisical out there, and there is somebody right behind you with a challenge of, "You know, my friend, I think I can do it a little bit better than you can." If he can, he wins!

Bankers call it yield on investment; stock brokers say it is appreciation with the economy; harrassed school administrators and counselors say it is an over large objective with an over small budget. Back home, where I come from, we just call it cash, the poor man's credit card!

It's a rich nation, far richer than you might believe. Recently in New York City, I was looking through a jeweler's window at a beautiful pair of jewel encrusted opera glasses softly resting on a piece of yellow velvet. My mouth dropped open in awe as I looked at the price tag--three hundred ninety-nine dollars!

Can you imagine a man paying $399 for a pair of glasses he will use once every two years? Or about a year ago, down in Fort Lauderdale, Florida, our NCR manager and I were looking at acres of boats bobbing softly at anchor. Finally he exclaimed, "See that big blue job over there, Mike?" "Yeah, I see it." "A rich department store owner from Washington, D.C. bought it just recently and paid a hundred ninety-five thousand dollars for it!" "No kidding?" "Yep, laid it out cash on the barrel head to boot! You know, I watch that guy. They fly him down here in his private jet plane every Friday afternoon. He goes aboard that yacht and all weekend long he sits up there on the bridge sipping martinis mixed up 17 to 1!" "No kidding?" "Yep, and on Monday he climbs back aboard his private airplane and back north he goes. Some weekends that boat of his never even leaves the dock. Can you imagine a nation rich enough that a man would spend $195,000 for a boat and then not even ride around in it?" "WOW!!"

Of course, that always brings out Mr. Negative. You perhaps have one or two in your school system. We see them occassionally at NCR, sometimes we even find them in our homes. Mr. Negative is the Guidance Counselor who says, "Why should I waste a perfect golf afternoon driving down to West Carrollton? Why man I learned things at a similar meeting three years ago that I haven't used yet!" Mr. Negative is the kind of chap that can light up an entire room merely by walking out of it! He is the one that snidely says to you, "I'm going to take a long, cold, hard look from the sidelines and after you eager beavers get all the bugs worked out, then I am going to jump in with you!" No, you are not Mr. Negative, because the only way you can go into the future is right along with the rest of us, and that is one day at a time! The opportunity you miss today may never present itself again!

Mrs. America comes to a Guidance Convention in West Carrollton fully equipped with three brand new suit cases containing three brand new dresses, three brand new sweaters, three brand new pairs of shoes, and one brand new wig!

This very afternoon there are about 200 million of us! As a nation we broke the 750 billion Gross National Product figure late last fall. Together we generate personal incomes of some 612 billion. We only spend about 320 billion of this in the beautiful stores sprinkled across this nation and as an alert business man observed recently, "Yes, and they would spend a lot more, but they can't get waited on!"

Well, you haven't gathered here today for a short course in Economics and Statistics as expounded by an NCR marketing representative. These you can get by reading a book written by experts down at the library!

I sincerely believe you are more vitally interested in how can we upgrade guidance and counseling? How and where can we find the crucially needed funds to expand our guidance programs and, in the words of Superintendent Schnell, how can we improve our communication and amplify our effectiveness? I submit to you, that it all hinges on a commodity which we in Ohio say is something called PROFIT! Not only as it applies to its common connotation within the Free Competive Enterprise System, but in its broader application which is the orderly development of our most precious natural resource of all, the talent of our young people coming along. As I have shared with business and professional groups, so I share with you that our greatest national resource is not our metal and petroleum below the soil, or the abundance of our crops above the soil, but rather it is the raw, untrained, undirected talent that is yours to direct, to inspire, to motivate into those areas resulting in fulfillment of the total person and the resultant contribution to society, adding vigor and growth, and generating the additional profits needed to underwrite future research, future growth, and a greater measure of benefits for all under our free democratic system!

This primarily involves people. I am at a disadvantage because I don't personally know the people from whence you come and thus my observation would tend to be academic!

I am, however, intimately acquainted with a group of people called the Pekarek family in neighboring Centerville, whom we could possibly use as a sort of "test" or "control" group. You might observe, and with some validity, that people in Montgomery County do not have the same problems that they would in the Lake Erie region for an example. Granted that all communties will have problems peculiar to their own bailiwick, it remains a historical fact that 20% of the people of this state and nation move every year! Therefore, it is entirely possible that in 12, 16, or 18 months, this family of ours could move into your community. If we did we would need a school, a church, a doctor, a dentist, the butcher and baker and candlestick maker. We could meet you at P.T.A., or in many other teacher-parent functions.

Let us, therefore, take an imaginary trip to Centerville to observe this family and perhaps from this observation gain useful insight into our own problems.

Currently you would find the Pekarek family living in a three bedroom, brick, ranch style home, located right in the middle of what we would like to believe is a completely crab grass free lawn! You ought to see that raunchy mat we have out there!! We called a professional landscaper the second week we were in Dayton, but haven't heard from him since! That was just two years ago! Maybe he and I are having a communication problem as Superintendent Schnell mentioned earlier.

The first person you would meet if you came to our door is my wife, Irene. Irene is a tall, sophisticated, busy mother of two nearly grown children and, in addition we have a dog! She has a big calendar on the kitchen wall about the size of the flip chart. On it she has things plotted all the way up into the year 1969. This includes flu shots for the family, shots for the dog, put the bird bath out, set up the picnic table, go to Iowa City for Ann's graduation, buy a gift for young Mike, call the electric stove service man just one more time. She is better organized than 85% of the people she does business with in Dayton, Ohio!

She carries a big bag over her shoulder! Everything she owns she carries in that bag, such as, pictures of the kids, pictures of her husband, keys to the house, keys to the car, and souvenir lipstick from World War II. Midst that she has her money all wadded up and intermixed with Gold Bond Stamps, sticking to Blue Chip Stamps, sticking to the S & H Green Stamps! And then we come to charge-a-plates. She could run those all around this auditorium and have a few left over to sprinkle across the front of this stage! Tomorrow she might be living in your town, she could be the secretary of your local P.T.A. At home, however, you would know her because she would be wearing a bulky sweater, plaid shorts, and dirty white sneaker shoes!

Then there is our daughter, Ann. Ann is 21. She is scheduled to graduate as a Dental Hygienist at the University of Iowa on June 9th, God willing! Ann owns 198 hair curlers. She puts her hair up and down every thirty minutes! I look at her and her hair is all up like a wind swept hay mow! Thirty minutes later it is all down nice and straight as if she has pressed it on the ironing board! Ann is Miss America! Three or four months from now she could be a Hygienist in your school system. Would she feel welcome and needed? You would know her if you saw her at the house because she, too, would be wearing a bulky sweater, plaid shorts, and dirty white sneakers.

Also, we have a son Mike, young Mike. Mike is 18 years old, going on 21! About a year ago he qualified for a document known as a driver's license. About the same time he discovered another document known as a credit card! Need I say more?!

In September, he will enter pre-denistry at Ohio State. Seventy-two or eighty-four months from now he can be a young dentist looking for a location in your community. How about your school system? How tall does it rate in such vital areas as guidance counseling for that family of children that he will soon be entrusting to your care? You would know him at home because he, too, has a big bulky sweater proudly embossed with his high school track letter "C," and plaid shorts, and dirty white sneaker shoes.

Right about now there is someone in the back of the room saying to himself, "That's exactly what the big problem is today! We are a nation of sheep! We all sing the same songs and do the same dances. Whatever happened to the old pioneering stock of Americans? Men who would think and act independently! Men who would stand up and be counted!" I am one of those individuals. I think, and do exactly as I please, about 2% of the time!

Actually this word CONFORMITY need not be such a bad word after all. Suppose that all the men over forty in America would submit to a complete physical. How many lives could be saved? Suppose we all gave our fair share, and then some, to the United Fund? What kind of cities and school systems would we have then? So CONFORMITY is not all bad and we shall have more to say about it a bit later on.

One thing is certain, however. Tomorrow will be a little different than today, and as those tomorrows softly unfold they create the most important place of all, a place called the future.

As the great Boss Kettering used to tell us down at NCR, the reason it is important is because that is the only place where you and I are going to spend the rest of our days here on earth. How even more precious it is to the young people you counsel who have the greater span of their days yet unused before them!

We live in a fast changing world. Everything changes! You take eating. When I was a small boy growing up, all that we had for breakfast was oatmeal. It wasn't this automatic variety that you girls whip up merely by pouring boiling water over a pan of dry oatmeal. No, this oatmeal my mother would cook on the back of a black cast iron stove. All night long, as I laid in my bed, I could hear that oatmeal out there cooking, plop, plop, plop! All that I had to do was come down in the morning and say, "Mom, ole gal, what are we having for breakfast besides that same old oatmeal?" "I'm glad you asked, son, because I have it for you right here! Whoopa! Now shut up and sit down and eat your oatmeal!" We still eat oatmeal at our house. I still like it and recently in Canada I learned to eat it with brown sugar. Very, very good, try it yourself sometime. We also have something called dry cereal. Have we got dry cereal! We have enough dry cereal at our place that this whole group seated in this section of the auditorium could come over any given morning for breakfast and anything you would like we have! Those of you who look fresh and alert, we have 40% Bran Flakes. They keep you moving real nice and easy. We also have 60%, 70%, 80% Bran Flakes, and for returning counselor personel, we have 100% Bran Flakes. We have Cheerios, Chocolate Cheerios, and Corn Flakes with peaches, pears and apples. We have Alpha Bits, Alpha Bits with the milliseconds built in for the computer men that drop by.

Not only eating has changed, but so has smoking. Ten years ago had I stood before this distinguished audience with a filter tip cigarette in my hand, someone in the back would have nudged his neighbor with, "I see they have some nice boys down at NCR these days. Look at that one, he is smoking a woman's cigarette!" Yet today, 1967, if I appeared before you with a cigarette without a filter, you would say "Poor Bob, still hasn't got the message down there yet, still riding 'em bare back!"

Ten years ago here was a little cigarette that outsold every other on the market. Yet that morning the sales manager was not bragging to his chief. As a matter of fact he was quite concerned, concerned because he thought he could see a trend developing. You can always tell a trend as its developing as the sales and profits report move ahead in the forward fashion trend. You finally walk in to the boss and say,"Chief I think I see a trend developing!" "What are you worried about boy?" "I'll tell you what I am worried about. It seems that the customer out there has evidenced a preference for a cigarette with a filter on them." "So?" "So, we don't have one, remember, we don't believe in them!" "Listen boy, if this is what the customer wants, we better get it fast, because we stay in business by serving the customer what he wants and not what we want!"

One bright day the boss walks back in and says, "Jason, here it is, our version of a filter cigarette! Our first problem is, what are we going to call it?" "Well it occurs to me, sir, that inasmuch as our factory is located right here in Winston Salem, North Carolina, we will call our filter cigarette, Winston. Later on we will paint the package green, spray menthol through the tobacco and call it Salem, like Winston-Salem." "Glad I hired you boy, you named me two cigarettes and we haven't even had our coffee break yet!" "Now that we have them named, what are we going to say about them to get them moving?" "They better move or you will be moving!" "Well, why don't we just say that the cigarette, Winston, tastes good like a cigarette should!" "Wonderful!" "Now that we have the advertising campaign completely written, we will give it to Mr. & Mrs. America, 800 thousand times per day until they get so sick and tired of hearing that slogan, etc., etc., etc." A very dramatic thing happened, however. They entered the filtered cigarette market in 80th place. Then they became 70th, 60th, 50th, 40th, 30th, 20th, 10th. Then they became 9-8-7-6-5-4-3-2, and one bright day in 1959 they became and remained America's number one selling filter cigarette! Incidentally we are not involved in either pro or anti tobacco usage. We use the example to point out that in the free competitive enterprise there is always one best of everything--one best school, one best superintendent or principal, one best guidance counselor! Under our free enterprise system, they do not pay off for being 17th or 18th best out there! "Extension in the pursuit of excellence is no vice!" Some say "Well, that is the language of a square!" In the area of character development and career orientation through improved guidance counseling, I personally take my stand with those who stand four square upon those principles espoused by our founding fathers!

You might observe, actually in our school, that guidance is being constantly upgraded and we think we do a pretty good job of communicating at all levels, which actually brings up our second key word, REPETITION! This means to stay in touch with the students, as well as keeping lines of communication open to administrative and parental with constructive suggestions.

Occasionally we reach a plateau of rather pronounced self satisfaction with our program and counseling procedures. The inherent danger here, it is not always what we think but rather, how those for whom the program is designed came through in the areas of study and endeavor we have suggested for them.

This brings up the third key word, IDENTITY. We all have an identity or an image! It's the first thing we get on the way in, and the first thing we give up on the way out. The elusive thing about image or identity is that it never stays the same. Tomorrow, your image as a counselor will either be a little brighter or a little duller, it never remains the same! Students are searching desperately for an identity of their own! This explains many of their occasional acts of self assertion or down right defiance to authority and the established order of things. It is incumbent on you, therefore, as guidance counselors to have empathy with this thinking and relate it meaningfully in terms of the student's personal future welfare. This does not mean that we condone violence or vandalism as acceptable expressions of dissent. We are all bound in justice to observe the law of the land at all levels and age segments of society!

In the adult world we speak of that single most dynamic entity in the free competitive enterprise system as the customer, who is the eventual recipient of all the wonder that mass production, teamed with mass distribution, has generated in America!

Talking about customers, let's go back a few years. Let's go all the way back to the very beginning. This was the first item of merchandise and Eve was the first customer. Eve could not read or write, but that day as her eyes beheld the beautiful apple, a voice spoke to her and it said, "Do you want me? Go ahead!" Eons later we would call this in sophisticated marketing courses as the "magnetism" of the merchandise. Eve only knew as a woman and a human being that what she saw she wanted, and responding to the second strongest of human emotions, namely, self possession, she grasped the apple for her very own. (There wasn't any poor salesman around to louse up the deal!)

Her husband was right behind her as he crawled out of a cave back there in day one. The Lord in his infinite wisdom said, "Man, I'm going to give you some instincts to preserve you on this earth. The first instinct is that you're going to feel a pain in your stomach, and I'm telling you right now, you better eat or you're going to die!" This caused man to rip the hide from another animal and wrap it about himself! This caused him to fashion an axe by attaching a stick to a stone with some reed grass and killing anything that comes in distance. Man was responding to the strongest of human emotions which is called, self-preservation! Put together, self-preservation and self-possession are the bulwark in all society. We are all principally interested in ourselves; we have everything and we want a great deal more!

A big part of the guidance counseling job is our response to some of the "problems" we are coming in contact with. As an example, the unpleasant face that could belong to an administrator, school board member, parent, or even student, who is not "buying" our program because our price is too high! Frequently, what he is really objecting to is that the value to him is too small as compared to what we ask him for in exchange. Our problem is, therefore, to stress the value of our program so effectively that he will see the benefits to him in cooperating and participating fully with us!

There are many other types, but time will not allow a discussion of all, however, how about the tower of rage as portrayed by the livid face! Our first reaction is to strike back with a knuckle sandwich right on the chops! This could be the face of a student, a fellow teacher, a parent! The important thing is, how do we defuse the imminent explosion? We do it by quietly saying, "You're right" when our adversary stops to catch his breath. Now he really ignites and again, this time with the faintest trace of a smile, again we quietly repeat, "You're right." Now that he has regained reasonable control of his facilities we have some resemblance of a rational human being with whom we can again communicate.

In this highly automated, sophisticated age in which we live, we all too frequently overlook the little ordinary mundane things in life like the two last words in the English language today, Thank You. As a short personal critique of the statement, think back in your mind to the major purchase you made this last year, a new home, new car, new stereo, new fur coat. How many of these same people took time to say or write thank you after they got your money, how many? I picked up an idea from another NCR man when I was privileged to sell our products, of immediately putting my signature on a little card after a customer was good enough to put his name on my order blank. I had the envelopes stamped, ready for insertion of the card and would drop them into a mailbox prior to leaving the town or area. Can you imagine the merchant's surprise the following morning as he is going through his mail and he comes upon the card. "What is this, someone must think it's my birthday, but it's not my birthday at all! Well, what do you know, THANK YOU. I must do business with over a hundred firms, but no one says thank you anymore! That's neat! Sure nice of him to do that! Oh, Lordy, how I wish he hadn't sent this card, because I was going to call his office and cancel that contract this morning!"

I can speak of identity on a very personal basis. I used to tell my merchants you can easily remember my last name merely by associating it with peas and carrots with a hiccough on the end like, Pea - carr - ik with the National Cash Register Company. Imagine my dismay when I was introduced once to a luncheon group as Mr. Beets from the typewriter company! He had the wrong vegetable and my company and I had the wrong image! From that point on, I made it a practice to put my picture on all of my calling cards. How nice it would be if Johnny carried your card with your picture on it home to mother, and when your next open house is presented she would look up at you and say, "You must be

Mr. Jones, Johnny's Guidance Counselor. Incidentally, relative to Johnny's dream of being an astronaut, what courses do you think - etc., etc., etc.!!"

I have carried this idea a step further by having my memorandum also imprinted with my picture as well as a few of these bills. I hand these bills out all over the country and get a great charge from the expression on people's faces as they fully expect to see George Washington's, and suddenly sheepishly recognize that it is my picture on the bill. My only comment is, "You're right, George is dead!," and away we go.

The same technology that very soon now will blast three brave Americans on a moon bound journey has produced over 50 thousand computers that this very day are updating your bank balances, charge accounts, insurance premiums, to say nothing at all of grading papers and adding new depth to scientific evaluation of all types. However, until quite recently a communication gap existed between these computers and the traditional adding and bookkeeping machines like you use in your office, and the cash register used by the merchants from whom you buy. No longer is this true! NCR has pioneered in a bright new promising field known as total systems. It now means that almost any kind of business machine you have in your system can be modified so that it can communicate with a computer, either through punch paper tape as I have here, or through the scanning of machine generated journal strips such as this! This new input technique means that the utilization of powerful computers is no longer the exclusive demand of only the largest systems. Now it is feasible for even a small system to purchase, or to lease relatively inexpensive input devices capable of producing commuicative media understandable to the most powerful of E.D.P. configurations! Certainly, we are living in a broad new exciting era in the field of records, statistics, facts and figures and all other related data.

As we have visited here today, big gray birds have been delivering new students at the rate of one every 12 or 14 seconds. By 1975, they predict there will be 230 million of us. I can't get waited on in stores now! Regardless of anything you hear or read on the contrary, it is my personal belief that nothing can stop these birds from their appointed rounds! It is my observation that most of these deliveries are made on the wings of enthusiasm! This is the one most important word we have shared all day, enthusiasm! It is almost unfashionable to be enthusiastic! We have become a nation of long faces! Recently on a California trip, a department store executive invited me to walk through his new store with him. He was leading, I was following. I tell you the atmosphere was practically funeral. Finally he stopped and over his shoulder he asked, "How do you like the way the place is laid out?" I said "Beautiful, you could bury it right now and no one would ever miss it!!" "What do you mean by that smart remark?" "Look at the girl there in cosmetics," I replied, "And that happy fellow showing neckties," I continued, "And that one over there, is he awake?" "Look Mike," he said, "This is a dignified store and not a carnival, we have special courses presented on a continuing basis, this is our dignified image."

"Yeah, like the store in Pittsburgh I heard about recently," I replied. "They fired the best salesman they ever had, and you want to know why?" "They caught him smiling in the stockroom!" What's wrong with everybody? A smile that comes from the sincere belief that you are doing something that's right is good, is helpful, and a smile that comes from an honest heart can never fail to convey the good will you extend to your students, their parents, or fellow staff members. Seldom will a sincere smile fail to evoke like attitude on the part of the party with which you are attempting to communicate.

Well, you will soon forget me, but the next time you see some one in plaid shorts and dirty white sneakers it may remind you of the power of Conformity. We live in an anxious world and we so desperately want to be "in" and to "belong!"

The next time a person lights up a filter cigarette in your presence, it may serve as a reminder of how important Repetition is in the form of staying in touch at all times, communicating not only below, but up, as well as laterally.

Please never forget that Identity, or image, is a most precious and transient commodity. It never remains the same and constant. Consistent effort is required to keep it at its desired brilliance.

And certainly most important, we all want to be loved, appreciated, remembered and respected!

On behalf of our 20,000 Dayton employees, and 78,000 members of our world-wide organization, we express our appreciation for being asked to share this thought with you. Our only reason for corporate existence is very similar to the posture of your distinguished profession, and that is to serve! To serve, hopefully, a little better tomorrow than we did today.

In taking our leave we would share that in counseling, and in teaching, as in life, what we need most of all is confidence. Confidence in ourselves and in the resourcefulness of others. Confidence that if we participate fully we will each day learn something new, grow a little, and in the very process of enriching others come away ourselves enriched. Dedicating ourselves to this cause, "We, Guidance and Industry," have much to look forward to in the years ahead.

Mr. Willard Frush

Thank you, Mr. Pekarek, for the fine thought-provoking presentation. Let us now refer again to the program. You will note that the next item, after a short break, will be the first of two discussion groups. Your name tag bears the group numbers you have selected. The first number indicates the first session, which will meet from 3:30 to 4:10, followed by the second session from 4:20 to 5:00 . The back page of the program lists the room numbers the sessions will be held in, as well as, other information. At the conclusion of the second discussion group, we will reassemble in the area directly behind me for the banquet at 5:15. You will use the up steps immediately outside this door to enter the banquet hall. There will be West Carrollton personnel stationed in the hall to assist you in finding your way around. You may ask anyone, but your best bet would be to ask a person wearing a gold and white host or hostess ribbon because they indicate West Carrollton staff members.

GENERAL SESSIONS

GROUP I - INDIVIDUAL CONFERENCES FOR EDUCATIONAL PLANNING

West Carrollton Host: Mr. James Lisle
Psychologist
West Carrollton City Schools
West Carrollton, Ohio

Presenters: Mr. Roger McCormick
Supervisor of Pupil Personnel
Kettering City Schools
Kettering, Ohio

Mr. Clyde Walker
Assistant Principal
Van Buren Junior High School
Kettering, Ohio

Mr. Bernie Harris
Boy's Counselor
Van Buren Junior High School
Kettering, Ohio

Miss Ann Proffitt
Girl's Counselor
Van Buren Junior High School
Kettering, Ohio

Mr. McCormick explained that the Kettering schools have a centralized system of administration and that the assistant principal is the person primarily responsible for the implementation of guidance services in his building. There are four junior high school buildings in Kettering with a total enrollment of 3,545 students.

Mr. Walker gave an overview of the structure and schedule of the guidance program in his building, explaining that they had gradually evolved their program to fit their own needs. In September, small group conferences are scheduled for parents of new students, who are mostly seventh graders. Letters are first sent home to the parents; and this is followed up by a personal phone call from the secretary, who schedules appointments. Only 6-8 parents are in each group.

All group testing for eighth graders is administered in October by Mr. Walker over the public address system. Tests given are: The California Test of Mental Maturity; The California Achievement Test; The California Occupational Interest Inventory. In the early fall while eighth graders are being tested, ninth graders are having counseling sessions.

The principal's secretary then does the plotting of the test results on individual profile charts for every student. The profile chart includes the student's school marks for the first semester of the eighth grade. With all these scores being plotted on bands designating levels of average, above or below average, high or low, the student is readily able to compare his ability, interest, and achievement.

The assistant principal schedules individual conference times for all students and announces these beforehand to staff members so that they may plan their work accordingly. Every effort is made to keep to a minimum any disrupting effect on classes.

Mr. Harris related that an assembly is then held for all eighth graders, in which the profile charts are explained. Students are provided with a sign-up scratch sheet, on which the required and available courses for the four years of high school are outlined. An explanation of the courses is given to the students.

With this background, the students have individual conferences of 30-45 minutes with their counselors. They tentatively map out their 4-year choice of courses. This plan is subject to the parents' approval, and the final selection is due by March.

Miss Profitt talked about the initial contact the counselors had with seventh graders. This is arranged in small group meetings as a part of the regular health class. The counselors meet informally with the students, explain their functions and availability, and encourage them to visit them individually. Although counselor assignments are segregated on the basis of sex, Miss Profitt explained that this is not rigidly adhered to if another arrangement appears indicated in individual situations.

The audience exhibited a lively interest in the topic presented and responded with numerous questions, all of which were fielded expertly by the presenters.

GROUP II - ORIENTATION FOR 7TH GRADE STUDENTS AND THEIR PARENTS

West Carrollton Host: Mr. Donald Sears
Teacher
West Carrollton Junior High School
West Carrollton, Ohio

Presenters: Mr. Carl Raser
Graduate Student
Ohio University
Athens, Ohio

Miss Dorothy Elsasser
Counselor
Johnny Appleseed Junior High School
Mansfield, Ohio

A. Opening statements by the presenters, Mr. Carl Raser, Ohio University, and Miss Dorothy Elsasser, Johnny Appleseed Junior High School, Mansfield, Ohio.

1. There is poor coordination between the Elementary, Junior and Senior High Schools.

2. Dr. Peters of The Ohio State University in 1960 indicated that 89% of the schools use the Group Method of orientation.

3. Package orientation deals are not always successful in your individual situation. Each school may need a different program to meet their situation.

B. Elementary School visitation made by Johnny Appleseed Junior High School, Mansfield, Ohio.

1. A Junior High counselor visits the Elementary School during the latter part of April.

2. The Elementary boys and girls have familiar surroundings and ask questions more freely.

3. Parents are also invited to attend visitation.

4. The number of seventh grade homerooms is available as well as the number of seventh grade students that will be in the Junior High School. Since there are many Elementary Schools in Mansfield, each boy and girl is informed that he or she will have some

familiar faces from his or her Elementary School in their classes.

5. The students are told that the seventh grade classes move as a group. Although the Junior High classes move from room to room, the homeroom classes stay as a group all of the day.

6. Since all students will have many teachers, the pupils will not learn to know their teachers as well as they did in Elementary School.

7. Information was given out on all of the following items: combination locks for their lockers, period length (no hold over), morning announcements, no recess, gym clothes, gym locker, hand books (English classes go over these the first week of school), questions regarding dances, paid activities, library procedure, and closed lunch hour (can't go home).

8. The last grade card in the sixth grade will have their seventh grade home room number marked on it.

9. Pupils are also shown a big poster picture of a schedule, schedule card, and grade card.

10. Question and answer period follows for 10 minutes.

C. Junior High School Visitation by Elementary School Students.

1. At least one week after Elementary School Visitation.

2. Visitation must be scheduled with all of the Elementary Schools. Parents are again invited.

3. Check the school calendar for a good week which is free of other activities.

4. A complete schedule of student guides and tours must be laid out for each Elementary School.

5. A handout of the floor plan is given to all of the students.

6. Teachers usually keep their doors open and the students walk through the hallways.

7. Students Council furnishes the Student Guides. Eight to ten students are scheduled per guide. Guides should not scare the pupils.

8. Slow learners are used as hosts and greeters. This group should be represented.

9. Four or five stops should be made by guides to inform the students as to the areas where the various classes are taught.

10. Tours should follow each other, stay apart and do not skip any stops.

11. Sixth graders should be in the hall during class changes. Have the students assemble in a locker bay or library entrance so that they will not be "swept down the hall."

12. Elementary teachers usually go to the lounge for coffee. Ideas about some students are given to the counselors and feed back is received from last year's orientation.

13. A question and answer period follows the tour. A non-sharpened pencil is also given to each student.

D. Activities in the Fall

1. Student Council usually has a seventh grade party.

2. English teachers go over the Student Handbooks the first week of school.

3. Three to five of the Seventh graders are called into the counseling office to talk over their orientation, receive new ideas or suggestions, and to get some feed back on the past procedures. The use of these small groups is effective.

GROUP III - EIGHTH GRADE GROUP GUIDANCE AND SIXTH GRADE ORIENTATION

West Carrollton Host: Mr. James Vaughn
Teacher
West Carrollton Junior High School
West Carrollton, Ohio

Presenters: Mrs. Thelma Slater
Director of Guidance
Souers Junior High School
Canton, Ohio

Mr. Carmen Marulli
Counselor
Souers Junior High School
Canton, Ohio

Mrs. Slater commented on their guidance program at Souer Junior High School in Canton, Ohio explaining what is done in each grade. She referred to dittoed program which was passed out to each member of the group. She explained the various tests that they give and the time they are administered.

Mrs. Slater told about the field trips the students take as a part of the guidance program. Toward the end of the year the high school handbook is studied. At this time it is brief and not too helpful. A project for next year is an expanded handbook.

The Eight-grade teachers of English are involved in guidance more than the other teachers.

2nd Session-Repeat of above-additional facts below:

1050 students - cross section 7, 8, and 9th grade

New school-45 teachers 1 1/2 counselors

Most of their guidance is with the Eighth grade

SOUERS JUNIOR HIGH SCHOOL
EIGHT GRADE VOCATIONAL GUIDANCE UNIT

I. GENERAL OBJECTIVES

A. To help students to explore job fields and to assess their own strengths and their interests in which they can develop their abilities.

B. To aid pupils in developing proper attitudes toward all types of socially useful work.

C. To acquaint pupils with some of the problems encountered in choosing a vocation.

D. To acquaint pupils with certain problems related to educational planning and educational facilities available so that they can be helped to select the high school or its one curriculum most appropriate to future plans.

II. SPECIFIC OBJECTIVES

A. To help the student explore himself, his interests, aptitudes, and ability.

B. To present understanding of broad fields of work which will assist the individual in making initial decisions concerning long-range educational and vocational plans.

C. To develop means for aiding students to study intensively a few selected occupations or educational training facilities.

D. To become fully acquainted with occupational and educational opportunities in the community.

E. To help the student select that high school that will best prepare him for his future goals and that curriculum that will best satisfy his needs.

F. To assist those students who may not continue in high school to seek employment on the basis of valid information.

III. PROCEDURE FOR IMPLEMENTING THE ABOVE OBJECTIVES:

A. September through November - In group guidance classes these topics are discussed:

1. Personality - how people differ, how a healthy personality is developed and how personality relates to career choice and success. (Use About You - SRA publication)

2. Interests - how to analyze likes and dislikes and to relate them to the world of work (Use Finding Your Orbit - Chronicle Guidance Publication)

3. Aptitudes - how to determine special talents or skills in relation to career choice (Use Finding Your Orbit)

4. General areas of work - Broad understanding are developed through use of films, speakers and field trips. (Use My Educational Plans -SRA publication and Occupational Outlook Handbook)

B. Library Unit - November.

With the help of the school librarian, students make a written report on one of the broad areas of work (service, clerical, college, etc.) to be presented for class discussion. Library materials include the Finney materials, Career Index, Chronicle materials, Your Future Occupation, plus numerous pamphlets obtained from various sources.

C. Test Administration and Interpretation -

1. Iowa Test of Basic Skills - administered early in October and interpreted in December.
2. Differential Aptitude Test - administered in November and interpreted in January.
3. Kuder Interest Survey - administered and interpreted in November.

D. Field Trips (January).

Each student chooses one field trip using the results of the interest survey and his first report on a broad field of work as guides in making his choice - Some 15 - 20 field trips are arranged in cooperation with local industries, hospitals, banks, retail stores and educational institutions.

E. Individual Career Reports (January)

In cooperation with language arts teachers, students prepare a report on a specific career choice. The depth of the study varies from a single sheet outline to a multiple page term paper, properly prepared with note cards, bibliography, and footnotes according to the ability of the group.

F. High School Handbook (January and February)

The counselor discusses "Pathways to Futures" in the guidance classes, so that students are aware of the different course offerings in the general high school and are familiar with the program of the vocational high school. The selection process for the vocational school is explained.

G. Visits to the Vocational and General High Schools are Arranged.

The students have the opportunity to visit in classes, of their choosing and ask questions of the high school counselors.

H. Individual Conferences (February)

Each student and his parents have an individual conference with either a counselor or the language arts - guidance teacher. At this time all material from the guidance classes, test results of the current year, as well as the previous school record is discussed and interpreted with the parent and a ninth grade schedule is decided upon.

At this time, every effort is made to help the parents and students see that guidance is an on-going process and each student is encouraged to make the decision for himself. We can guide him into making the right decision, but right or wrong, the ultimate choice should be his. We must be there to help, but not to dictate. "Give him a bit more freedom" is pretty sound and safe advice.

It isn't an easy job to do, but it is probably the most satisfying life has to offer, and it can be fun.

GROUP IV - IMPROVED STAFF RELATIONS THROUGH IN-SERVICE TRAINING AND GUIDANCE BULLETINS

West Carrollton Host: Mr. John Strahan
Principal
West Carrollton Senior High School
West Carrollton, Ohio

Presenters: Miss Ruth Henderson
Director of Guidance
South Junior High School
Lima, Ohio

Mr. Jack Saine
Counselor
South Junior High School
Lima, Ohio

Miss Henderson reported on the guidance in-service program at South Junior High School in Lima. The program grew out of a need to acquaint the staff with the function of the guidance program when the junior high school came into existence.

Features of the program are:

1. There are three or four meetings a year.
2. They are held on part school time and part teacher time. Students are able to be dismissed early as there is no transportation provided.
3. The meetings are about ninety minutes in length.
4. The meetings are for guidance only and there are no administrative announcements.
5. The guidance staff plans the meetings. In the beginning teachers helped to plan but there wasn't enough time available to them in order for them to continue.
6. The support of the administration has been excellent.
7. Topics covered in the meetings include: (a) The function of guidance. (b) The role of the counselor. (c) Meetings attended by the counselor. (d) Correlation of one subject with another.

8. There has been little expense connected with the program except for refreshments and mileage for speakers. This comes from the school fund.

9. The response on the part of the faculty is good.

10. The other junior high school in Lima does not have a similar program.

Mr. Saine reported on a program they held correlating physical education with other subjects. Their staff was very impressed with the meeting. He also reported on the guidance bulletins issued by their department. Facts relating to the bulletin are:

1. The bulletins are issued three or four times a year.
2. They are issued several weeks prior to the in-service meeting.
3. The main topic in each bulletin is the forthcoming meeting and what it is all about.
4. Other items would pertain to current happenings in guidance.
5. The department recognizes that not everyone reads the bulletin but they make a real effort to keep people informed.

GROUP V - VOCATIONAL CHOICE VS. VOCATIONAL DEVELOPMENT

West Carrollton Host: Mr. Donald Wallman
Counselor
West Carrollton Senior High School
West Carrollton, Ohio

Presenter: Mr. Sam Angus
Associate Professor
Miami University
Oxford, Ohio

The speaker began with a discussion of four approaches to vocational choice. These were:

1. Methodological
2. Motivational
3. Pattern
4. Individual

The methodological approach to choice considers vocational choice as a timed event. Parsons felt that there should be reasoning involved in a vocational choice. He felt that a particular job should be matched with a person's experience. There should be a one-time job choice. Vocational choice should be preceded by oriented event such as a "Career Day" approach. Instruments would help make a vocational choice more so than the individual according to the methodological approach. Reasoning as to vocational choice is considered and then we come up with a job choice.

The motivational approach to choice considers the amount of motivation one has for a particular vocation as the important factor in job attainment.

The pattern approach to choice sees the person go through a pattern of choices prior to the selection of a vocation.

The individual approach to vocational development has been considered somewhat by Donald Super. He did a study to categorize these views and held the view that we need to develop manpower for business and industry, but we also need to develop the individual for the job. We should offer a greater choice process.

Within this approach the individual makes the choice of vocation with the aid of counselors and other qualified personnel. He is aware of the structure he is participating in. There is reasoning in vocational choice, but feelings of the individual are also considered.

Mr. Angus felt that we as counselors, should start orienting students early in the junior high towards vocational guidance. Should this choice this early be one of vocational choice, or vocational development?

PROJECT RECONCEPTUALIZATION

Classification of Issues Involving the Nature and Status of Contemporary Vocational Guidance

A. Name

1. Should the term be "vocational guidance" or "career guidance"?
2. Should the term (label) "vocational guidance" be reaffirmed or replaced?

B. Scope of vocational guidance

1. To what extent is vocational guidance a specific set of counselor-counselee relationships (offered as services to individuals) or to what extent it it a broad program of social services offered through a wide variety of media and addressed to a wide range of settings?

2. Does vocational guidance merely help the counselee discover and see the life planning implications of an already present self-concept (identity) or does vocational guidance help program the experiences by which the self-concept is constantly revised and extended?

C. Role of the counselor in social intervention

1. Is the counselor merely a broker between the counselee and society and does he therefore refrain from influencing the counselee's values and decisions? Or does he actively engage in changing the values, aspirations, and expectations of the counselee.

2. Does the counselor actively engage in changing the perceptions, values, and expectations of society? (Does he try to open doors and widen opportunities?)

3. Should the counselor be a social interventionist (change agent) on behalf of the counselee?

D. Nature of man in social context

1. In the management of his life - in his planning and decision making and in the implementation of his plans and decisions - is man a rational organism or an intuitive one?

2. To what extent do affective (emotional) factors enter into decision-making processes - and to what extent should they?

3. To what extent is work a central value in the lives of human beings today?

4. Does Katz's hierarchy of self-actualization through work really exist or is the higher level of satisfaction that he posits merely the artifact of the advantages of wealth, status, and privilege which characterize higher level occupations?

5. How can the traditional democratic faith in the worth of the individual be reconciled with the problems of man in a mass society?

6. How can vocational guidance be reconceived to be meaningful for all workers and potential workers of all socio-economic and occupational levels.

E. Relation to education

1. Is vocational guidance the process of helping people make better decisions or the process of facilitating total development - or both?

2. Does vocational guidance involve functions and practices that are applicable to the needs of all people at all stages of psychosocial development?

3. Does vocational guidance stand in any unique or exclusive relationship to vocational education (as distinct from its relationship to all programs or education)?

F. Process (a la Katz distinction)

1. Does the concept of career development mean that close communication must exist among all people engaged in helping counselees master key developmental tasks? What are the implications of this issue for inter-professional relationships and for relationships with other community agents and other resources with the community? (See also B1 above)

G. NVGA as a professional group

1. To what extent should NVGA circumscribe the counseling practices of its members (i.e., the choice of rationales and methodologies, etc.)? Or should NVGA be an association of free and autonomous professionals?

2. Should NVGA as a professional society undertake to monitor the socio-economic developments of our day ("monitor" in the sense of "watchdog")?

GROUP VI - COLLEGE BOUND CLUB

West Carrollton Host: Mr. Lyle S. Fox
Assistant Principal
West Carrollton Senior High School
West Carrollton, Ohio

Presenter: Miss Lucile Mowrey
Dean of Girls and Counselor
Schaaf Junior High School
Parma, Ohio

Since Miss Mowrey has had some voice trouble, and because the attendance was small, the session was rather informal.

The speaker started by giving a resume' of the various clubs and activities at Schaaf Junior High School.

The community consists largely of second generation Europeans, most of them being factory employees with comfortable incomes. Many of them had limited education. Their goal largely has been to secure a high school education for their children.

In 1959, it was felt that something should be done to overcome this lethargy towards scholarship and the lack of interest and/or knowledge about a college education.

The school was seeking something that could recognize the short interest span of junior high students; that could compete with athletics; that could keep the students interested all year, etc.

It was decided that the first group should be rather small, about fifteen students. They spent most of that year learning about Parliamentary Procedure and worked on writing a Constitution for their group. The group now numbers from fifty to sixty students per year. The speaker felt that this was about the maximum they could handle efficiently.

The school wanted the club to have some status, so they set up some rather simple requirements:

1. Students have a "C" average in their academic subjects.
2. They must be willing to make up work missed while visiting college campuses.
3. Open to grades 7, 8, & 9.

4. Dues of $1.00 per semester.

5. Asked to attend meeting regularly once a month.

6. There would be no field trips without an orientation by Miss Mowrey first.

   A. Something about the organization of a college.

   B. Become familiar with terms used in college - such as a 5-hour course, etc.

   C. Some familiarity with the types of organizations that could be found on most college campuses or a particular college campus.

7. Officers of the club must have a "B" average in school. They are elected at last meeting of the school year so they are ready to go in the fall. This would exclude 7th graders from holding office.

8. Officers meet once a month in addition to regular meeting of the club.

The club tries to run the program on a three year cycle so that the student won't be exposed to repetition during his three years in the club.

Some suggested program topics:

1. How to read a college catalogue.

2. How to visit a campus.

3. Study colleges in Ohio and elsewhere.

4. Bring in a college representative from a distant college.

5. Panel on vocations.

6. Visiting campuses - they are during the school week. About four trips per year.

They have had to overcome some indifference from the colleges toward Junior High students. In general, the support has been good. You must be specific in what you would like to see on campus. This requires planning and communication with Admissions Office, etc. Getting busses chartered, securing permission slips from parents, eating arrangements, figuring share of cost, etc., are all learning experiences for these club members. Trips have cost from 75¢ to $10 to $12 per person.

Programs for this school year have been:

September -- organization meeting, what vocations would you be interested in learning more about?

October -- orientation for new members and presentation of opportunities for college trained personnel in law enforcement work.

November -- opportunities in teaching, Superintendent of Schools presided, dealt with qualities sought in teachers.

December -- visited local orthopedic center.

There was a lot of information provided. I'm sure Miss Mowrey could have presented more and could have had many questions asked if time had permitted.

GROUP VII - FEDERAL FUNDED HEAD START AND 5-DAY PRE-SCHOOL ORIENTATION

West Carrollton Host: Mr. Robert K. Alspach
Teacher
West Carrollton Junior High School
West Carrollton, Ohio

Presenters: Mr. George Epstein
Teacher
Thomas Jefferson Junior High School
Cleveland, Ohio

Mr. George Taylor
Counselor
Thomas Jefferson Junior High School
Cleveland, Ohio

Mrs. Mary Frank
Teacher
Thomas Jefferson Junior High School
Cleveland, Ohio

During the summer of 1966, five faculty members of Cleveland's Thomas Jefferson Junior High School began a Head Start program at that school. The areas of mathematics, social studies, English, science, and guidance were represented by these staff members. One hundred thirteen assigned students engaged in this program which had as its purpose the hope of making the transition from elementary school to junior high school easier and more enjoyable for students and staff. Also, this program was designed to keep children active and their time fruitfully used during the summer. It was hoped that the children's interest in school could be maintained and that better study habits could also be formed as a result of this program

The Head Start day lasted four hours and consisted of a homeroom period and four class periods, one class period each in one of the major subject areas listed above. The faculty was assisted by social workers, a school psychologist, a speech therapist, and teacher aids. Two of the students were given special reading help as well. Due to vacations and other reasons, not all of the 113 assigned students were involved in the program each day. The daily attendance average was 75 pupils.

The guidance program for Head Start pupils consisted of many group orientation meetings during which school rules, manners, and similiar topics were discussed. The Kuder Interest Inventory for sixth graders and the School Interest Inventory was given. (The Kuder results proved to have validity for this group of pupils at Thomas Jefferson.) These tests helped the staff to identify vocational possibilities and the potential school drop out as well. An interview between each student and the counselor was a major goal of the program. It was hoped that the students would learn that they could bring their individual problems (of any type) to any member of the staff and that together, they could, perhaps, try to solve that child's problem.

In social studies, time was spent to try to prepare the children for the study of geography. Both Cleveland newspapers aided in the study of current events by supplying newspapers that were used in class by the students.

The math classes were introduced to different number bases. Most work done prior to this time had been in base ten, so this was a new experience for the majority of the Headstarters. By using mathematical puzzles to review basic mathematical facts, the students seemed to enjoy the learning situation. In each subject area, liberal amounts of fun and knowledge were mixed to form a compound of well-adjusted youngster.

The English segment of Head Start was interested in the development of skills in using the library, the dictionary, and other reference sources. Short stories, Scope magazine, and reading books were used to develop interest in reading and in making the student aware of the value of the written word.

The students were introduced to astronomy in science and were taught study skills useful for lectures, note taking, and reading. Here, as well as in other subject areas, much use of modern audio-visual equipment aided in the absorption of knowledge by the Head Start children.

The academic program was spiced with an assembly by the Cleveland Council of World Affairs and by weekly field trips. The staff was surprised to learn how few students had been out of their small residential area. The trip to downtown Cleveland was a revelation for the youngsters, even though they lived but twenty-six blocks from downtown.

Parents, students, and staff were well pleased with the Head Start Program. Many parents did say that they could see an improvement in their child's attitude toward school. The staff at Thomas Jefferson, in September, believed that it was the best start of school that they had had in many years. The students so enjoyed the program that many hoped that they could return this summer for the fun that they had experienced. Having gotten accustomed to bringing their problems to the staff last summer, they still bring their concerns to the Head Start faculty members. Some, if they have nothing in particular to talk with the staff member, simply drop in to say hello. It is the opinion of the staff that most of the students assigned to this program became well-adjusted, happy new students at Thomas Jefferson. The fear, the feeling of being lost in a huge crowd of people, and other emotions normally felt by entering Thomas Jefferson students did not appear in the students that had been oriented to this new academic situation during the summer.

The 5-Day Pre-School Orientation Program, like Head Start, was designed to help orient students to the new school environment so that an easier adjustment could be made between elementary and junior high school. In the process, this program was also designed to inform and involve the parents in the programs of the junior high.

The parents in this program were exposed to a sample schedule of their children in order to see what experiences the children would possibly be having. The children also went through an abbreviated schedule that would introduce them to teachers, rooms, and the type of conduct expected of them.

The results seem to indicate that this program was as successful in meeting its goals as was Head Start. Since the students were somewhat more oriented in their new surroundings than those class members that had not participated in either Head Start or the 5-Day Program, an easier and less traumatic experience was shared by all concerned in those first few days of school. (93% of the entering 7B's were reached by one of these two programs.)

The result of these two programs (and upon which the success of the programs depend) is the establishment of excellent rapport between staff members, parents, and the children. It is the counselor's viewpoint, however, that if a choice must be made between these two programs, the 5-Day Pre-School Orientation Program would be preferred.

GROUP VIII - OVERVIEW OF A TOTAL JUNIOR HIGH PROGRAM

West Carrollton Host: Mr. Artis Helm
Home-School Counselor
West Carrollton Schools
West Carrollton, Ohio

Presenters: Mr. Charles Thackara, Chairman
Coordinator of Guidance
Hamilton City Schools
Hamilton, Ohio

Mrs. Aileen Wolf
Counselor
Roosevelt Junior High School
Hamilton, Ohio

Miss Marie Morgan
Counselor
Harding Junior High School
Hamilton, Ohio

Mrs. Betty Grigsby
Counselor
Washington Junior High School
Hamilton, Ohio

The importance of a well organized guidance program and some ways in which it may be developed and helped to function were explained in this session. A beginning promise was that the principal, in order to have a good guidance program, must wholeheartedly support the program. He must include his counselors in his planning of the program. Not only should the principal include the counselors in planning for the guidance program, the counselors should be included in the planning of the entire administration of the junior high school. The counselor is in close contact with the student body. He is in a position to understand the attitudes, problems, abilities, and needs of the student body. Therefore, the counselors should be included in curriculum planning, public relations planning, advisory groups, and the other activities of the junior high school program. It was suggested that the principal and his counselors meet together at least once each week to study and interpret the attitudes, problems, and needs of the student body and then to do some effective planning in the direction of fulfilling these needs during the following weeks if possible.

Some positive ways of solving both group and individual problems were suggested. Methods of referral in which the school guidance services may work closely with such organizations as the welfare agency, mental health association, juvenile authorities, Boys Club, Y.W.C.A., and Y.M.C.A. or other community agencies have been developed.

The guidance department has developed a program in which selected mothers have been invited to organize and come into the schools to provide parental guidance for girls who have a deceased mother. These girls have shown improvement in their scholastic achievement, attitudes, and personal grooming as a result of their contact with these mothers from the school community.

Another project conducive to good public relations is one in which the local daily paper in cooperation with the school now devotes one full page once each week to the presentation of school news. This has enabled the guidance department to share news of its activities with the public.

An interesting project now being conducted by the junior high school guidance department of the Hamilton City Schools is known as "Hamilton Comes to School." Each of the four junior high schools in Hamilton take their turn inviting various civic, business, and professional people into the classroom to tell the story of their business, profession, or civic responsibility. With the cooperation of the Hamilton Chamber of Commerce, various persons are selected from city government, public health, police and fire department, hospitals, industry, the judiciary, public works, and utilities.

These people explain and answer questions about their particular services to the community. These visitors function somewhat as the teachers do and are known as visiting faculty members for that one day. The firemen, policemen, and nurses wear their uniforms to give a more authentic impression of their responsibilities.

A schedule is organized in advance for these visiting faculty members. The students change classes just as they would with their regular teachers. This provides an opportunity for the students to see, hear, and question these leaders. An assembly program may be organized in which both the visitors and the students may participate as a part of the day's schedule. The schedule for the day must be planned in such a way to prevent overworking of the visiting faculty members. This can be done through well-planned scheduling of their time. Several of the visiting faculty remarked that they could much better appreciate the role of the educator after receiving the opportunity to appear in the classroom.

Another project which has been functioning very well in the junior high schools of Hamilton is the "Alarm System." This is a project in which the classroom teacher at the midterm of each six-weeks grading period reports to the counselor any student who is failing or doing poorly in a subject or subjects. The counselor then contacts the student's parents by telephone or letter and seeks their help in assisting the student to improve. This alerts the parents to the needs of the student and takes some of the surprise out of seeing a poor grade only when the grade card is sent home. This program has caused a decrease in the number of students retained.

A homework request sheet has been developed to enable the absentee student to easily secure his assignments so that he may keep up even though he is out of school. Other forms have been developed so that the counselor may keep in close touch with both the classroom teacher and the parents.

Another worthy project functioning very well in the junior high schools of Hamilton is a tutoring project. Students with grades of B or better are enlisted to tutor those students who are making D's or E's and F's in subject areas. A careful record is kept of the amount of time which a good student spends in tutoring and at the end of the school year he is given a letter of recognition. This project has been helpful to both the underachiever and the good student in building more positive attitudes about learning. This tutoring is done during study periods or at other convenient times.

The ideas presented here indicate that a guidance program should be planned and viewed in terms of what it can do for the individuals and for the total school program. It is seen as a point of view or philosophy of education.

GROUP IX - PROJECT "90" SPECIAL PROGRAM FOR ABLE UNDERACHIEVERS

West Carrollton Host: Mr. Steven Grissom
Counselor
West Carrollton Senior High School
West Carrollton, Ohio

Presenter: Mr. Philip A. McDevitt
Principal
Walnut Hills Senior High School
Cincinnati, Ohio

Introduction

Project "90" is a Madison Avenue title for a special program for a group of under-achieving students which happened to total ninety. The program was initiated in the eighth grade at Walnut Hills Junior High School in the fall of 1962, and has proven quite successful. Of the students that entered the program four years ago, approximately 65% will graduate from Walnut Hills Senior High School this year and enroll in college next fall. Although the remaining groups will probably assume the same general percentage, the program will be temporarily phased out at the end of the present school year because of a shortage of operating funds in the Cincinnati School System.

Presentation

Mr. McDevitt presented a prepared paper on Project "90" and then received questions from the group. A summary of the major points follow his talk.

I. Background

For fifty years Walnut Hills Junior and Senior High School have served the city of Cincinnati, Ohio as a college preparatory institution. The students are drawn from all sections of the city and represent all the cultural diversities of a cosmopolitan community. The students that enter Walnut Hills Junior High School are chosen on class performance in elementary school and their performance on standardized achievement and ability tests. In addition, these students have personally agreed to spend the eleventh and twelfth grades in the single program setting with concentration in mathematics, English, and Latin instead of in the multi-program environment of one of the city's six comprehensive high schools or one technical high school.

II. Purpose of Project "90"

The creation of Project "90" is based on the fact that of the approximately 450 seventh graders entering Walnut Hills Junior High School, over 100 leave the school and its college preparatory program by the beginning of the ninth grade. Nearly all of these departures are based on failing or near failing marks in academic studies, and it was the purpose of Project "90" to demonstrate that this was not a necessary condition.

III. What is Project "90"?

Project "90" is basically a program of team teaching which enables individual and small group attention and instruction for students that have illustrated superior ability in their previous school experiences, but who have failed to fulfill their potential during the first year of junior high school at Walnut Hills Junior High School.

A. Teaching Team

Mr. McDevitt considered a good staff essential in order to guarantee concentrated and personal attention for each student and to energize these ninety dormant, discouraged, apathetic learning organisms. The teaching team includes one subject area teacher for the course work in mathematics, English, and Latin (plus a practice teacher for each instructor which Mr. McDevitt considers essential for the program), one counselor and one assistant principal. This staff combines their efforts with the following organizational aids:

1. Flexible time arrangements (fifteen minutes up to one and one half hours of uninterrupted class periods).
2. Flexible class size.
3. In-school time for staff planning.

B. The Functioning Program

The students with deficiencies in mathmatics, English and/or Latin are selected in the summer between the seventh and eighth grades. Before school opens the students and their parents are invited to an evening meeting with the teaching team and previous program members in order to discuss how Project "90" varies from the regular routine school program. Music and art must be dropped for the eighth grade year, and because of this arbitrary departure for the general curriculum, the parents are given an easy exit from the project if they so desire. During the four years of the program, only seven students have declined the opportunity to participate in Project "90".

The project is conducted during a four hour block of time which parallels the first four periods of a six period school day. During this period the students receive instruction in mathmatics, Latin, English and physical education. During the last two periods of the day the students are joined with the other students in the school and attend courses in social studies and science. These courses are taught in a traditional fashion.

Conclusion

The payoff period for these students should and did occur after leaving the sheltered and closed-circuit 8th grade and entering the more competitive, less coddled 9th grade.

The 9th grade grades of the students who participated in Project "90" were compared with the 9th grade grades of a group of then 10th grade students who would have been eligible for the program had it existed when they attended the eighth grade. In the subject areas of English, Latin, and mathmatics the Project "90" boys and girls scored higher (not just as good as) than the group they were compared with. However, the comparative results were not as favorable in the social studies and science courses in which both groups receive traditional instruction.

GROUP X - WORK-ORIENTED JUNIOR HIGH SCHOOL

West Carrollton Host: Mr. Dennis Coffield
Teacher
West Carrollton Junior High School
West Carrollton, Ohio

Presenters: Mr. Allen F. Adamore
Counselor
Samuel Ach Junior High School
Cincinnati, Ohio

Mr. Donald L. Cole
Counselor
Samuel Ach Junior High School
Cincinnati, Ohio

The discussion group centered around an evaluation of Project 909, a federally funded program at Samuel Ach Junior High School.

The work-oriented junior high school attempts to orient the experience of underprivileged Negro youngsters toward success in the world-of-work as a means of motivating them to achieve and to feel that they are worthy individuals.

Following is a brief description of the geographical area of the school. Samuel Ach is located in Avondale on the fringe of the central city. It was once a wealthy community, but has since become largely an area of apartments, bars, and run-down businesses. According to the 1960 census, the area was about 65% Negro, however, the school population and private recreation such as theatres, bowling alleys, skating rinks, and swimming pools is non-existant.

In the planning stage of the program great emphasis was placed on the importance of faculty cooperation and approval. During the summer workshop, which was frequently addressed by Negro community leaders, it was pointed out that many teenagers in the project area had never been outside their immediate neighborhood. In an effort to improve this situation the resources of business and industry were used. Field trips were planned and an attempt to help the young Negro identify with his surroundings was undertaken.

The organization of the program is centered around five headings, all closely interrelated. First, is organized group guidance. Working from a personal guidance record, which each student fills out, the group guidance session attempts to help the pupil broaden his perspective on what is available to him, and to helping him identify with successful negro workers.

Secondly, is individual guidance. This program involves useage of routine counseling interviews, a guidance file which is labled "My Personal Guidance Record," and increased personal attention from teachers.

Third, is work orientation in the classroom. Here an attempt is made by the teacher to relate his subject to the world of work. One problem facing many of the teachers was their own lack of knowledge of the various fields of work.

The fourth aspect of the project is the family and community involvement approach. This involves making home visits by the teachers, the involvement of parents who are willing to speak to classes and help supervise field trips, and the participation of owners of small business establishments in the community who discussed their occupations or community situations with small groups of students.

The final point of the program is in-service education, which the teachers themselves considered necessary. They asked for periodic resumption of the type of workshop activity which took place in the summer of 1966. They requested a total of ten hours each semester for this purpose.

GROUP XI - LOOKING AT KIDS THROUGH SURVEY TEST SCORES - THE DISCUSSION OF THE OST WITH JUNIOR HIGH SCHOOL IMPLICATIONS

West Carrollton Host: Mr. Donald Ousley
Counselor
West Carrollton Senior High School
West Carrollton, Ohio

Presenters: Mr. Paul E. Kohli
Assistant Supervisor
Ohio Testing Services
Division of Guidance and Testing
State Department of Education
Columbus, Ohio

Mr. Roger Trent
Educational Consultant
Ohio Testing Services
Division of Guidance and Testing
State Department of Education
Columbus, Ohio

Mr. Kohli and Mr. Trent presented some information concerning the Ohio Survey Tests. Mr. Trent began by pointing out something we all know but sometimes forget, that is, that test results should be used. Score reports included individual student labels, class group individual subscore summaries, state norms, class averages, and diagnostic information about each test item. He then cautioned that OST percentile scores for a given student would be lower than the same student's scores on a nationally normed test.

Mr. Kohli then discussed how OST scores could be used in local research. Specifically, he showed how expectancy tables could be used to help predict success in school subjects. Mr. Kohli then turned to some information about OST norms. He showed that they reflect a county school bias. While 36% of the state's students are enrolled in county schools, 58% of the scores in the norm group came from students in county schools. Geographically, the northwest and southeast sections of the state are over-represented in the norm group. Mr. Kohli closed with some remarks about in-service training. He suggested that released time be used if possible, that staff be involved in planning, and that training should be as uncomplicated as possible.

GROUP XII - JUNIOR HIGH IS NOT TOO SOON TO PLAN COLLEGE

West Carrollton Hostess: Mrs. Selma Frush
Teacher
Walter Shade Elementary School
West Carrollton, Ohio

Presenter: Dr. Bernard Fuhr
Professor of Education
Miami University
Oxford, Ohio

The counselor of today may be too naive in his counseling. His approach may be too rigid. He may not be thinking in terms of what lies ahead for today's students. He probably is counseling according to his own background.

A counselor today must take into consideration these three things:

1. What lies ahead for students in their world.
2. The rapid changes taking place in the world.
3. How students are to learn subject skills to meet to meet their needs in their world.

The Junior High Schools are very much at our mercies, for they must rely on what we know as counselors.

Let us take a look at ourselves, and see what we know. How much do we know about vocational planning? Can we list 100 occupations in a five minute period? The Dictionary of Occupational Titles lists over 21,000, not including the cross references.

Each participant was then given the opportunity to take the five minute test. On the average any number beyond fifty became the slow-down point. Occupations were then classified as to amount of education required. Four categories were used:

(1) College
(2) Beyond high school
(3) High school
(4) Less than high school

The tabulations showed from one-third to one-half requiring college education, one-third to one-fourth beyond high school, and another one-third for high school education, and few jobs requiring less than high school training.

For the unskilled worker there seems to be no jobs available, it is believed a machine can do the job better. Agriculture will decrease as it has been in the past decade, with fewer and fewer employed in this occupation.

Stability counseling won't fit today's world. Statistics show that a man changes his job five times in a lifetime.

We have to be infectious as counselors today. We are in great danger if we rely on just our knowledge. We must find new ways to explore occupations. Career days aren't the answer, nor are booklets on occupations at the seventh grade level. Television programs are helping some. We must be infectious in our counseling regarding how to learn something different. We must teach to explore. We are fact finders too many times in the classroom. Counselors must help teachers to free themselves from fact finding. They must assist the teacher in helping the student in these areas:

1. How to learn what one wants to learn.

2. How to study.

3. How does one really learn.

4. Skills, such as reading.

It is too late to help with reading problems at the seventh grade level. Sure some few can be helped, but for most it is too late. Skills are too habituated by this time. Help must come at an earlier grade level.

Guidance people must be on the curriculum committee and many other planning committees to assist in the learning process.

Counselors must realize they are dealing with students in their world, and this world is not the counselor's world. Margaret Mead once said, "No man will live in the world in which he was born, nor will he die in the world in which he worked." If this be true, then we as counselors have a violent shakeup to be doing.

GROUP XIII - GUIDANCE IN THE CLASSROOM

West Carrollton Hostess: Mrs. Lucile Recher
Teacher
West Carrollton Junior High School
West Carrollton, Ohio

Presenter: Dr. Thomas Campanelle
Professor of Education
University of Dayton
Dayton, Ohio

Dr. Campanelle began his discussions of Guidance in the Classroom by first asking how many administrators, counselors, and teachers were present. There appeared to be a fairly evenly divided group of all three present. He pointed out that there was a need for all three people to help with guidance in the classroom.

Dr. Campanelle defined guidance as "Information from any source that will identify the child and will enable the child to say 'I am a person'!" This information may be obtained through testing, through case study, and also through classroom work. Dr. Campanelle said five or more teachers who rate a student are better sources of information than a testing program.

Counseling was then defined as "being able to reach the person." It's the ability to say "I'm here to listen to you." It starts when you begin to listen and continues as you ask, "What is this child trying to tell me?"

A teacher's duty is to teach first. His love for subject and desire for a child to learn is his primary duty. The teacher has the key to most classroom adjustments. A true teacher is "Guidance Minded." A teacher who can communicate can give the love of subject and the love of learning to the child. Be real, be firm but with reason. Make children love math, history, or whatever. Then if the teacher finds the child is not learning, is hostile, or is not getting along as he should in the classroom, the teacher should approach the child with the question of "Why?" "Are my assignments too hard? Do I teach too fast? Explain too much?" Get the child to talk and you listen. Then say, "I'll try to correct my mistakes, but Johnny what are you going to do to correct yours?" Guidance and counseling will then be married, not separated as by definition.

Counselors and administrators were advised to respect the classroom teacher as the most important person in the guidance program. Administrators should find out what teachers are doing, and relate with teachers so they can know how "Johnny works." Counselors should not be disciplinarians but should listen to the child. It is the principal who must be the disciplinarian.

Conferences should be held with parents, teachers, and counselors in order to relate with the child.

GROUP XIV - GUIDANCE FOR UNDERACHIEVING SUPERIOR STUDENTS

West Carrollton Host: Mr. Ronald Wilson
Principal
Walter Shade Elementary School
West Carrollton, Ohio

Presenter: Dr. Bernard Diethorn
Assistant Professor of Education
Department of Counseling and Psychology
University of Dayton
Dayton, Ohio

The following outline is a synopsis for Discussion Group XIV - "Guidance for Under-Achieving Superior Students"

GUIDANCE FOR THE BRIGHT UNDERACHIEVERS

1. Significance of topic

    A. The students who drop out of our schools are as a group more intelligent than those who graduate.

    B. 10% to 25% of our bright students (110 I.Q. and up) who remain in school are serious underachievers.

2. Researchers consider the bright students who stay in school, aspire for high achievement but seem unable to achieve, as the real underachievers.

3. Identification of bright underachievers

    A. I.Q.'s and teacher grades are the best indicators. Achievement test results can be deceptive.

    B. "Hidden" bright underachievers can be discovered by teacher evaluations.

    C. Boys start underachieving in the 3rd grade and girls in the 6th.

4. Bright underachievers' personality

    A. There are usually three boys to one girl.

    B. Very few exhibit outward personality maladjustment. They are as a rule well liked by teachers and fellow students.

C. They are procrastinators and rely on parental and teacher pressure to achieve the minimum.

D. They are egocentric.

5. Bright underachievers' school attitudes

A. They like school and usually have excellant attendance records.

B. They like their courses. They like their teachers and feel their teachers like them.

C. 100% of them desire high grades and 100% appreciate the importance of school work. Practically all have strong guilt feelings.

D. They maintain they are persons of above average ability, but they are afraid to test their ability lest they be proven wrong.

E. They blame poor teachers for their lack of interest in work but they work no better for good teachers.

F. They avoid teachers in and out of class.

G. The great majority have no after-school jobs and are in less extra-curriculars than bright achieving students.

6. Bright underachievers' homes

A. 90% of the homes are not lacking in money, cultural atmosphere, or school achievement desire.

B. The underachiever is usually the first or second born, most often the oldest boy.

C. The over-expecting father has a low opinion of his son's ability.

D. The mother pushes and nags to get the youngster to study.

7. Recommendations for counselors and teachers

A. Team action is needed.

B. Personality change is needed first. The youngster need his own goals, not those of his parents. He needs study methods. He may need some remedial work.

C. A male counselor is recommended for the boy to compensate for the father.

D. Group counseling of 9 to 15 underachievers, once a week for a semester, can improve attitudes and grades.

E. Grouping of underachievers in homeroom, English class and study periods for special attention is recommended.

F. Teachers should have a positive attitude toward the underachiever, be alert to unspoken pleas for course help, provide success experiences and some challenge, and encourage participation in activities to help others.

G. The counselor should have group counseling with mothers of underachievers and individual conferences with fathers, so that parents know the abilities of their child and express an appreciation of them to the child, understand the problem of the child and express understanding to the child, stop pushing and nagging but challenge the youngster to do unsupervised work with quiet and firm withdrawal of some privilege for failure, give active help in homework, and praise the child for any success.

BANQUET SESSION

Reverend James K. Donnell
Pastor
First Presbyterian Church of West Carrollton

O God, Creator of all that is, Sustainer of life itself, and Redeemer of that which thou hast brought into being, humbly we call upon Thee, giving thanks for the challenges thou dost lay before us in the virtue and guidance of youth, and for the strength for our work that comes from thee. Grant now, we pray, thy blessing upon our fellowship at these tables, and upon this food of which we are to partake, that we might be strengthened through both in thy service. In the name of Jesus Christ. AMEN.

Mr. Willard Frush

Before I introduce the distinguished people at the head table I would like to share with you an experience I had. It occurred a short while back when I decided I needed a new shirt for this conference. The store from which I chose to purchase the shirt, was a store that had employed one of our graduates. The employee was not really the sharpest youngster we had graduated, but he was certainly a likeable young man. The counselors had spent a great deal of time preparing him for the world of work. When he informed us he wanted to be a salesman, we went over the basic rules of sales work, such as, be a neat dresser, wear a pleasant smile, assume the customer is always right, accent the positive features of the product and skip the weaker features, etc. Perhaps we over counseled him on the basic rule of accenting the positive features. Well, I told him I wanted a white Arrow shirt for an important conference being held at West Carrollton. He said, "Why an Arrow shirt when I can save you money with this other shirt, and besides the collar, front, and cuffs wear like iron? Matter of fact the manufacturer guarantees to replace the shirt if the front, collar, or cuffs wears out before the other parts of the shirt." He also pointed out that white shirts are out-of-style this year and the latest thing is off-white. Well, I finally purchased the "special off-white" shirt with the collar, the front, and cuffs that wear like iron. So here it is, you'll have to admit it does look rather nice, except I don't particularly like an off-white shirt. Maybe you would like to see the rest of it. Do you suppose there is a possibility that we can over counsel some youngsters? Sure hope that company doesn't make trousers with the cuffs and belt loops that wear like iron.

INTRODUCTIONS OF GUESTS AT HEAD TABLE

BANQUET SESSION CLOSING

Before adjourning from the banquet hall and reassembling in the auditorium for the evening session, I would like to say that the success of this conference cannot be credited to any one person, or even to one school. It has really been a community project including the board of education, the administration, the staff members of the West Carrollton City Schools, the churches, the police and local industry. I would like to take this opportunity, on behalf of the planning committee, to say thanks to each and everyone that has contributed to this conference and throw a great big word bouquet to all. I am deeply indebted to all of you for the cooperation we have experienced in planning and executing this conference. Thank you.

EVENING SESSION

PRESIDING

Mr. Nelson J. Houck, Counselor
West Carrollton Junior High School

In case you are wondering why I am here tonight it is something like the insurance salesman who was approached by a friend and said, "Hey, you're driving a new car. Business must be pretty good." The insurance salesman's reply was, "Well not exactly. I made the mistake of trying to sell insurance to the best automobile salesman I ever met." I am here by invitation of Mr. Willard Frush, your Conference Chairman. My first pleasure is to present to you the President of the Ohio School Counselors Association, Mr. Walter Davidson.

GREETINGS FROM THE OHIO SCHOOL COUNSELORS ASSOCIATION

Mr. Walter Davidson, President
Ohio School Counselors Association and
Director of Guidance
Fostoria High School

Thank you Nelson, Dr. Peters, platform guests, ladies and gentlemen. Let me begin by saying it is a great pleasure for the Ohio School Counselors Association to be a co-sponsor of these All Ohio guidance conferences. I know a number of you have attended the All Ohio, the Elementary, and now are here at the Junior High School Guidance Conference. We believe that we have had a real fine series of conferences this year.

We are grateful to West Carrollton for their part in hosting this conference, and for providing us with the facilities for our Ohio School Counselors Executive Board Meeting which took place this morning and early afternoon. Willard Frush, your conference chairman, has been most cooperative.

You might be interested in knowing that our membership in the Ohio School Counselors Association as of this morning is 1,156. This figure actually represents a 100 membership increase over any previous year. But I quickly add that we have room for many more members, and we would welcome any of you who might not happen to be members. If you care to join the organization there is paper in the packet that was very thoughtfully provided. Just put your name and address on it and give it to me before you leave.

One of our prime concerns at the moment is an effort to bring about an inclusion for guidance and counseling in the State financial support of education. We hope that you and your friends will let your feelings be known to the legislators. Hopefully, by working together, we will be able to affect this particular bit of legislation.

We do have available in some quantity the brochure, "Guidance In Ohio." We placed a supply in the lobby. They are available to you upon request on a quantity basis free of charge. They are excellent in working with community groups to help in demonstrating the cause of guidance. Again thanks very much to all of you folks here at West Carrollton. I hope, too, that everyone in attendance finds that this is a very stimulating meeting.

Mr. Nelson J. Houck

After having been fired from my previous employment and looking rather desperately for some very satisfying work with pay, I had lunch with a present principal. During the dinner he sat there staring at me quite intent for some time. He cleared his throat and said to me, "Well, you've looked me over, I've looked you over, and I can hardly keep from laughing, either." The principal of West Carrollton High School, Mr. James Johnson.

AN ADMINISTRATOR'S VIEW OF GUIDANCE

Mr. James C. Johnson, Principal
West Carrollton Junior High School

Thank you, Nelson, platform guests, visiting hosts, fellow educators. We have rather lived with this conference, its preparation, its plans, and I have been particularly observant to the number of reservations that have come in to us. As I have watched these reservations come in I find that we have a good representation of teachers, counselors, and administrators present. The more I reflected upon the topic which I am to discuss with you this evening, the more convinced I am that we have an urgent,an almost critical, need to communicate as teacher, counselor, and administrator.

I earnestly hope that each teacher, counselor, and each administrator for the next few moments will be objectively critical of his or her definition, concept, and value placement of guidance. I am asking that each one of us take a closer look at our personal responsibilities within our own school structure, and bring in to clear focus our particular job in relationship to guidance and kids.

As I have said before, I am firmly convinced personally and professionally that guidance and education needs the teacher, the counselor, and the administrator to band together in a unified WE with an inseparable band, because we have a job to do, each and every one of us! I hope you keep this in mind as we go along. I am sure as you read your professional articles, and as you move around the school systems in the area, and as you talk to any one of the teachers, counselors, or administrators that you might happen to meet, I think you are going to realize that we, the unified we, have permitted wedges to develop between teacher, counselor, and administrator.

I hope that as we think for the next few moments that each of us will recognize that we have different job descriptions. I think with a little reflection we are going to come to the only conclusion that we, the unified we that I referred to a few moments ago, are in education for the sole purpose of educating the individual child and nothing else. If you sit here today in this assembly with another purpose than educating the individual child, then you are a misfit in education and are not worthy of the name "educator" for we, the unified we, are educating individual children.

The purpose of my remarks is to stir our thinking a little bit about education, and hopefully, to generate a depth, or a breadth, or a little different insight into guidance, maybe into education. I hope that we will be able to bring theory and guidance closer together with a focal point placed upon reality and kids. These are the purposes of my remarks. Last, but not least, I want to encourage each of us to return to our school system with the idea of developing a unified we. I believe we can develop it; I believe we can do it.

Basic, I think, to our understanding, to our communication, and to our remarks, are a few foundations basic to our individual concept of guidance. Many of you undoubtly have your own personal concepts, wonderful. I would like to share a few of my personal concepts with you, and think with you, if I may.

A number one to our concept in guidance, number one and foremost, is for teachers, counselors, and administrators to believe in the value of guidance, and to believe in the existance of individual differences within youngsters. I do not mean simply writing this statement out on a job description, or submitting it to the State Department as a philosophy of education. I mean believing it with an internal conviction that emerges from the teacher, from the counselor, and from the administrator. This is a basic foundation for each of us.

A second foundation is to realize that guidance is more than test scores, more than profiles, more than manila folders, more than stanines, more than percentiles, much more than all of these, much, much more. Guidance is a construct. It is a building construct from K through maturity. It doesn't stop at graduation. If guidance is a building construct, surely it has scope and sequence, just as much as does reading, mathematics, or English. We should be able to stand back from our own respective school system and see guidance in operation from K through maturity. It does have scope, it does have sequence, we do build. I seriously doubt that there would be one counselor, or one administrator, present tonight who would disagree that guidance has scope and has sequence. But as we sit rather complacent in our chairs, I submit to you a burning question in my mind. If this is the case, then why have we permitted elementary guidance to emerge so slowly in Ohio? If it has scope and sequence, and it is a building program, why aren't we having more elementary guidance? Is it the administrator's fault? It could be. Is it the counselor's fault? It could be. Maybe we need to bring a sharper focus in our own mind's eye as to what guidance really is.

A third foundation is that in addition to children needing guidance, I think that we often overlook that parents need it, also. Parents do need guidance. They want to know about their kids, what is happening, what is available, in what direction they are going, what we have to offer. Parents need guidance, they need help. Stop to think. If a parent is informed as to what is going on in guidance, there is a degree of reciprocity developing between the parent, the counselor, and the child, all for the individual student's benefit. Parents need to be informed.

Foundation four is that guidance is not an isolated crucible. I think we need to recognize this. Paramount to this proposition, or this statement, is attitude. Now this has been hit a couple of times this afternoon in some of the group sessions. But guidance is an attitude, guidance is a way of life. A guidance attitude is to be present in the administration, is to be present in the classroom, is to be present in the staff meeting, yes,it is even to be present at the negotiator's table where we have negotiator's, administrators, and boards of education coming together. The attitude of guidance is to be there. It is to be engraved, imbedded into curriculum. It is to be there, it is to be so interwoven into subject content that you could not pull two threads of your subject content out and say this is guidance, and this is subject content. It must lose its identity within guidance. But the guidance attitude must prevail, it must prevail, and we must make it prevail.

Now I know that some of you are sitting out there thinking that that fellow Johnson is out in left field. You are thinking that it doesn't happen, it can't happen. We, the unified we can do, if we are eager. I want you to notice I have named teacher, counselor, and administrator in that order. We who are interested in guidance, or we who have worked in the guidance area, have taken a particular piece of teacher education and have specialized in it, and that is the area of guidance. To the teacher who says, "Well,I just can't find time in nine months to add an additional unit of guidance, that's just too much to ask of me," and to the counselor who says, "Why guidance can't be taught by teachers; they have to be certificated," and to the administrator who says, "Oh, come on now, you can't get all this into your curriculum, we don't have enough time in our overcrowded schedule right now, besides it costs money," to all of you I submit this, guidance is in your curriculum whether you want it there or not. And in the name of all that's holy, please recognize it!

I submit these following items. Where in your time table of study, and where in your scope and sequence and subject content, do you find guidance? We teach it in arithmetic by stressing accuracy, procedures, and the correction of mistakes. Correction of mistakes, the reassessment, the second look, isn't that guidance? We teach it in language, by learning to say what we feel and mean without the volcanic eruption of riot, and rebellion, and demonstration. We teach it in history by understanding humanity and by the process of civilization, and with the realization that we stand as an end product of creation from Adam and Eve to me. This is guidance. We teach it in geography by stressing the relation of man to his environment. Geography, economics, vocations, are these things not related to the guidance of the individual child? We teach it in art, we teach it in music, home economics, and industrial arts by letting the self emerge through a creative venture. And isn't the emerging self, guidance? We teach it in the playground through sports by developing a concept in the field of fair play. It's there. We teach it through kindness to dumb animals. By courtesy to others, by good manners to one another, and by truthfulness in all things, this is guidance. A higher plane, perhaps, but this is guidance.

If you have read some of the articles which appeared, you will find that for a while guidance was looked upon as being a frill. Other articles reported that it was a necessity. Some place between a frill and a necessity, most likely rests your value placement of guidance. Society has a value placement of guidance, kids have a value placement of guidance, teachers have a value placement of guidance, and it is somewhere between the two extremes of being a frill and a necessity. I would like to ask a question. Why do we find some looking at it as a frill while others look at it as a necessity? Well to be frank with you, I believe that part of this confusion is due to the fact that guidance people have not defined their position within the school structure. Now I am not pointing the finger of blame. I think there is a reason for this. This is partly due to the fact that many administrators have not given guidance room, nor the opportunity within which to operate. This is partly due to the counselor who is waiting for someone to come along with a nice finished job description and drop it by his door and say, "Do this." It is partly due to the staff, for the staff has stood back and watched the confusion in administration, and watched the confusion in guidance, and rather than become a part of the confusion they have become critical. These are things that I think we can overcome. Believe me I think we need to define "we", that unified we.

We have not developed a guidance philosophy. I mean something that has a heart to it, a power. We have tended to let the practical approach to guidance eclispe those things which are psychologically and physiologically sound. We have ignored the process of learning in our curriculum. In many instances this is the case, and as I have said before, part of the confusion in the value of the placement of guidance rests with the fact that we have permitted wedges to grow. If we get nothing else out of my statement, go home and eliminate those wedges. By hook or crook, it can be done!

What can an administrator do to help develop a guidance program? Number one is to believe in the value of guidance. Number two is to employ qualified counselors and teachers, and when I say qualified I mean by degree and personality. Number three, provide a reasonable counselor-pupil ratio. I cannot for the life of me see why we should expect the counselor to handle any more than a 30-1 per hour of assigned guidance. We are expecting to operate on a 1-1,000 counselor-pupil ratio in many instances. I think a fourth thing that the administrator can do is to develop some realistic foundations for guidance. By that I mean to provide some fertile ground within which it can grow, to seek realizable goals, and to develop workable guidance procedures. Fifth, provide adequate facilities and adequate planning time for counselors. They need time for preparation just as much as the English department, or any other department.

Sixth, evaluate your program critically, and yourself critically in regard to your concept of guidance. The last thing the administrator can do, and I believe this is serious. Work, work, work closely with staff to provide a dedicated, compatable, unified WE in guidance and education.

Ladies and gentlemen, the responsibility is great! We have a child to educate. Let us be about our business. Thank you.

Mr. Nelson J. Houck

A fifteen year old girl was discussing her report card and said, "No wonder Jean always gets an A in French. Her father and mother speak Freanch at home." Her boy friend trying to be helpful said, "If that is the case I ought to get an A in geometry. My parents speak in circles." One who very seldom, if ever, speaks in circles, and one who is so very essential to the success of all of these conferences, Dr. Charles Weaver.

RESPONSE FROM STATE GUIDANCE SUPERVISOR

Dr. Charles E. Weaver
Supervisor, Guidance Services Section
Division of Guidance and Testing
State Department of Education

Thank you, Nelson, Mr. Johnson, Dr. Peters, Walter, fellow educators, and friends. I think that you can now understand why the students who have been in my summer school classes at Ohio State these past several years have appreciated having Mr. Johnson and a couple of his counselors describe their group guidance programs. After their presentations, I have heard several of the class members say, "Gee, if I could just have an administrator like that, then we could make real progress in guidance." He is certainly an example of an administrator who supports the counselor and promotes the guidance program.

This being the time of the baseball season I am sure that many of you have heard the story of the three umpires who were discussing the game. One of them said, "They're balls and strikes all right, and I calls them as I see them." The second umpire said, "They're balls and strikes all right, and I calls them as they are." And the third umpire said, "They're balls and strikes all right, but they're neither til I calls them." I think we have been shown tonight that there is an added facet to the ball game. That is that we can have some home runs in this game by having true administrative support.

Ladies and gentlemen, today has brought a thrill, yes, a special thrill. This afternoon after having made the report for John Odgers I learned from one of our staff members, Roger Trent, that our head state administrators, superintendent and assistant administrators, had seen and had indicated their support of the Bill that will provide state financial support for guidance and counseling. I believe that it will now have a chance of being passed. Here is a chance for another home run for us. It will be a real home run in 1967 if we can have some finances to do the job in guidance and counseling that needs to be done.

I am pleased to share with you what I consider another home run. On April 10, 1967 the State Board of Education approved the recommended Revised Minimum Secondary School Standards. In addition, they passed all new Junior High School Minimum Standards. Both sets of standards are presently laws that will become effective July 1, 1968. I don't believe that I can make better use of my allottedtime than by sharing with you some of the guidance provisions that are in the new Minimum Junior High School Standards that will become effective one year from this coming July. Here they are.

The Junior High School Guidance Program shall include the following:

1. There shall be a guidance program in each school comprised of individual and group guidance services designed to give systematic aid to all pupils in recognizing and solving educational, vocational, personal, social, health and civic concerns.

2. Each school shall, in conformance with established policy, utilize out-of-school resources to achieve the objectives of the guidance program.

3. The guidance program, under the direction of the principal, shall be coordinated and stimulated by the school counselor and shall involve the entire staff as responsible participants.

4. The seventh grade guidance program shall have a central emphasis on orientation of the pupil to the junior high school experiences.

5. The guidance program shall include developmental experiences in terms of the improvement of study habits, educational growth, and social orientation.

6. The guidance program shall give emphasis to pre-vocational and educational guidance and provide direction for each pupil's future program.

7. The guidance program shall utilize both individual counseling and group guidance techniques.

8. Valid and objective information regarding pupil achievement, progress, development and abilities, shall be obtained and utilized as a part of the instructional program.

Then moving on to the section dealing with staff personal, here's our new laws:

1. The Pupil Personnel Service Certificate for school counselor shall be required of persons devoting half-time or more to

the guidance program. Beginning with the school year 1969-1970, persons devoting less than half-time to the guidance program shall have as a minimum, 12 semester hours in professional graduate guidance courses. However, persons who have been assigned more than half-time to guidance services for five or more years prior to 1958, and have demonstrated ability to give satisfactory service may continue to serve in this capacity.

2. Each junior high school shall have at least one guidance counselor and provide guidance staff in the ratio of one full-time counselor to 500 students, with at least one full-time certificated counselor required for any school with 500 or more pupils. Effective with the school year 1970-1971, the counselor-pupil ratio shall be 1-400, with at least one full-time certificated counselor required for any school with 400 or more pupils.

Ladies and gentlemen, I think that we are finally at bat, and more than that, I think we are scoring. We need your help. We need your help to interpret to the people in your community what you are doing in guidance and counseling. This doesn't happen by osmosis; it takes effort. People need to be shown and they need to be told.

I would like to emphasize in my remarks as I close a further definition of Mr. Johnson's "we." Here it is. A good guidance program takes parents who, in their desire for the best possible education for their children, recognize the need for personalized guidance services in today's fast growing schools, and are willing to help support such services.

"A good guidance program takes school administrators who know the value of effective guidance services to pupils, teachers, and community-school relationships, who give strong leadership to the program. I might add that we have seen this demonstrated here tonight. Such an administrator appoints well qualified guidance personnel, and provides them with adequate time and facilities to carry out their responsibilities successfully.

"A good guidance program takes teachers who like youngsters and enjoy teaching, who continually study their pupils to find ways to help them benefit most from their school experiences, and who become active members of the guidance team.

"A good guidance program takes school board members who believe that guidance services are essential, and that it is a good investment of public money to allocate approximately 5% of the annual school budget for guidance services. This is especially true when this expenditure is considered in relation to the cost of society for failure to provide such services.

"A good guidance program takes counselors and other guidance workers who are especially skilled in helping boys and girls work out solutions to their educational, vocational and personal problems, who are trained in the use of modern guidance tools and techniques and methods, and who work effectively with teachers, parents and community organizations that serve children and youth.

"Then, a good guidance program takes team workers who represent both the school and the community working together systematically to serve the common and individual needs of boys and girls as they move through school."

Ladies and gentlemen, I hope when we meet next year at the Oregon City Schools located in Lucas County which is near Toledo, that we will be able to report that a Bill has been passed supporting guidance services, and that we will be able to share further evidence of a continuing ball game. Thank you.

Mr. Nelson J. Houck

We are very grateful that Dr. Peters could make a change in his schedule so that he might speak to us tonight. Orginally, as you will note on your program, he was scheduled to be our keynote speaker this afternoon. Due to the commitment of Mr. Pekarek to be in Columbus this evening, there was a switch made in their speaking times. I am sure nearly all of you know Dr. Peters. One could talk for quite sometime about what he has done. I have a couple of pages I could read to you if you would like. Let me quote a few of the pertinent remarks which I think are important and of special significance to each of us.

Dr. Peters is, as many of you know, Professor in the College of Education at The Ohio State University since 1954. He is an authority in the field of school counseling and school guidance. A native Ohioan he was born at Cuyahoga Falls, Ohio. He received his Bachelor's Degree in Education at Kent State University in 1939, and his Master's and Ph.D. Degrees from Purdue University in 1948 and 1950, respectively. Prior to joining the Ohio State University faculty, he was Associate Professor of Psychology at Chico California State College from 1950 until 1954.

He has served as Chairman of the Ohio Association of Counselor Educators, and has served on numerous other state and nationally organized groups. He is the author of many articles and co-author of several books, also. He is a veteran of World War II having served with the Air Force for four years in this country and in South America. Presently, he is a Lieutenant Colonel in the Air Force Reserve.

Dr. Peters is a member of Phi Delta Kappa Honor Society, American Psychological Association, American Educational Research Association, American Personnel and Guidance Association, and the American Association of University Professors. He is married and resides in Columbus.

When Dr. Peters came in this afternoon, somewhat later than some of you, he told me that he had some difficulty finding his way. This sort of reminded me of Abraham Lincoln. What he said may very well be true. "You may not be able to fool all of the people all of the time," but these highway interstate signs do a pretty good job. Not to mislead you, or to misguide you, Dr. Herman J. Peters will speak on the topic, "Some Drops Do Sparkle."

KEYNOTE ADDRESS

SOME DROPS DO SPARKLE

Dr. Herman J. Peters
Professor of Education
The Ohio State University

Thank you, Nelson, and my collegues in guidance. It is a real privilege to be here at last. I feel a little bit like the substitute at the bridge table for the first time. One of the women regulars said to the substitute woman, "We have heard so much about you, and now we would like to hear your side of the story."

During one of the breaks here at the conference, I heard two women talking and one said, "I hope the same thing doesn't happen to me that happened at the last educational conference. The other one said, "Nothing."

At this hour, and with the time as it is, I feel a little bit like the couple that went to the judge to be married about noon on Saturday. The judge said, "Well, where are your papers?" "Oh, we don't have them," the couple replied. The judge then asked, "Well, are you registered? Do you have your blood tests?" Both questions brought a reply of "No." The judge then said, "I can't marry you then. Come back on Monday." The woman said, "Oh, we want to get married now, this Saturday noon!" The judge said, "But I can't marry you until I have the papers. You will have to come back Monday." Then she said to the judge, "Well, can you say a few words to us to tide us over the weekend?"

Well, I don't know whether I will tide you over until the next conference or not, but I will try. I think it would really be good if we could discuss some of these topics because, as one of the young fellows on our campus said when he took a girl out, "I was trying to keep the conversation going and I asked, 'How do you feel about foreign affairs?'" to which she replied, "I don't know I never had one."

Despite all that has been said here, it seems to me that there is a stalemate in the development of the professional field of school guidance. It is matched only by the general crisis in American education. The forward development of the field of guidance has been stymied by the surface appearing benefit of money and the neutralization of effort through consensus. "Despite the golden-monied dawn of a new school-counseling day pomped and circumstanced by NDEA Counseling and Guidance Institutes, perhaps the majority of counselors are presently tearing themselves apart, amoeba-wise, in a gallant effort to cover the wide-ranging field of guidance rather than to concentrate on the one guidance service to which they are supposed to be professionally dedicated: counseling."[1] Social psychology has long shown us that group impact does bring about a regression to the mean or dead center. Current efforts to do everything through panels, committees, commissions and the we approach give the illusion of participation but only insures the leaders, who are really headers, of relief from making serious decisions. Too often our guidance organizations have offered headship while the government offices have given leadership.[2] Should not the professional organizations be the avant garde? And I would say to you, well Davidson, where are the school counselors? Grass roots validation obscures the real issues.

Let it be made clear that I am not against securing wise counsel. However, there are some decisions that can not be delegated. The use of committees, panels, and commissions is prostituted when in fact they do not have all the information, time, money and vantage points for making recommendations, let alone decisions. This approach has resulted in the current hodgepodge of counselor education standards for preparing secondary school counselors, garbled positions on elementary school guidance, and almost complete neglect of junior high school counseling and guidance.

To argue against the democratic approach may seem to you to be frightening. What I am arguing against is the pseudo-democratic approach. Illustrative of this is the approach often used in teacher or counselor education classes. Professors assign committees, if you have taken an education course lately surely you have been on a committee. You have been assigned to give a report, one student report after another, or the professor says we are going to depend solely on class dynamics. For example, a professor says, "This is your class. You ask the questions. The class will proceed in your direction. Feel free to ask another classmate why he hasn't said anything." If the students knew enough to respond in this way they should not be in the class, they should be the instructors. The current mania for advisory boards, committees, and so on are ways not tested to seek counsel but as fronts for each leader concerned to avoid making courageous decisions. Nowhere has this abdication of responsibility been more noticeable than in guidance, and nowhere more tragic than in counseling adolescents, especially those in the junior high school age range.

Now the relevance of all of this to guidance is that because guidance never had it so good there is a tendency to use all of the above stated and implied methods to the forward movement of guidance. This has resulted, it seems to me, in a complete standstill. Of course the argument will be given that progress is slow. How true! However it need not keep us in the days of Frank Parsons. And that is about where we are today. It reminds me of the time when one of the speakers from one of our guidance conferences stated that the last time anyone had a really new idea in guidance was about like walking into a doctor's office and after going through all of the old magazines and newspapers, one fellow leaned over to him and said, "Too bad about the Titanic, isn't it?" This is our time. We have been asked to carry the torch to a new generation. I don't think we are doing the job at all. What have been some of the consequences of these leveling approaches? Let me give you just a few of the interferences, and of course, time does not permit me to discuss them in great detail.

Interferences

Nowhere is the stalemate in guidance more evident than in junior high school guidance. The guidance services approach is as outmoded as the Model-T. Of course the junior high school instructional program does not leave much to shout about. At this very time in our history when it is all right to be different, and we should stop talking, by the way, about individual differences and start talking about different individuals, and there is quite a difference. At this time in our history when it is all right to be different, when it is proper to explore, when once again it is a time of adventure, when it is time, as a great president said, to sail new oceans, we promote a lock-step junior high school program. Oh, to be sure, we say, "Explore," but the exploration is whether you will or you will not be ready to take algebra. Why must vocational education wait until the eleventh grade when all minimal self-concept and aspiration level is gone from the boys and girls. Why must vocational education today wait until it becomes therapeutic, and that is what it is, why can it not be developmental by being offered much earlier.

The school system really does not allow exploration. Exploration is euphemistically given for channeling. The exploration is really selecting a channel out of one or two. Paul Shea of the Harvard Graduate School of Education, and the late Professor Stouffer who did research on career lines, stated that the critical decision of whether a boy aspires to higher-levels skills occurs as early as the seventh grade. If he does not enter a college course then, the chances that he ever will are very small.[3] I would ask you, is exploration a reality in the junior high school?

Illustrative of this reality are attempts here and there to try new ideas for these times. Berkeley, California has tried a new plan I would urge you to read about. They have found that the boys and girls of today are accelerated and one of their researchers has said, "If an acceleration in the rate of maturation does exist, then educators, who 40 years ago said that seventh, eighth and ninth graders were physically and socially unique, must revise their age delineation and begin to include sixth graders and to eliminate ninth graders.[4]

Also, experiences has shown that junior high school pupils can successfully use time for independent study.[5] The Winnetka school system right now is attempting real exploration through a program of independent study.

The notion, too, that guidance in the junior high school is a downward extension of senior high school guidance negates the unique characteristics of the junior high school student. The junior high school student has much potential freedom. Yet we thrust him into a guidance program that admits a closed system when an open system is needed. The very essence of guidance is to promote free and non-conformity rather than conformity. The junior high school counselor should stand as the guardian of the pupil's freedom not sit as his judge for ever decreasing choice possibilities.

There is too much personnel work in current junior high school guidance. One needs only to review the focus on scheduling, orientation, vocational choice, and college bound clubs to name a few to see the personnel approach. Personnel work by definition means an effort to fit the individual into a system. Guidance means an effort to free the individual of the constriction of the system. Personnel work and guidance functions are not compatible. The very notion that we can have an American Personnel and Guidance Association is incompatible and contradictory. In the personnel approach, the counselor acts as the arm of the administration. This is tragic. In the guidance approach, the counselor acts to extend all reasonable freedom from the administration. Personnel work promotes the order of the system and it should. Guidance functions are to create turbulence to enlarge the system, and they should. In fact, the more closely that the counselor works with the administration the more he is negating guidance efforts. It sounds nice to stand up here before you and tell that we should all cooperate and all laugh. Those are a lot of platitudes.

The needs concept deprecates the unfolding, growing boy or girl. We must stop this talk of "needs." The needs concept implies only survival, and granted this is necessary. What is sufficient is coping behavior, how to master one's self in the culture in which he lives. The needs concept is depressing. The coping concept is enhancing. I urge you to read Lois Murphy's book, The Widening World of Childhood.

In the junior high school guidance, there is an obsession with the techniques of testing and groups to say nothing of cumulative records. Even in our counseling practicums which we may have on some of the campuses around the state the first thing that a counselor candidate does, if he doesn't know what else to do in counseling, is to say to the student which is often a junior high school student, "Do you want to take a test?" So he seeks refuge in that. You know that you do that, too. I do. One lady in one of the practicums gave a test to a boy without explaining it. The next week when he came back she said, "The first thing to do is to take out your Kuder." He was, of course, startled. Well I think you need to take another look at testing. Oh, testing does have some merits. I have been trying to find them. I can't, but I am trying.

Testing need not be an obsession. Part of this is due to theory aversion. Part is due to a real consideration of the meaning of guidance and the nature of the junior high school pupil. Testing too often constitutes another personnel approach suddenly disguised for channeling rather than as a springboard for exploration. The finality of test scores should not be a block to the junior high school pupil.

Another difficulty, and this is the curse of guidance is the use of the group approach in the junior high school guidance. It is a plague upon both our houses. If you haven't been group processed lately you haven't been with it. You may not have taken a trip because you are a counselor, but you should have been at least group processed. Group process denies the developmental stage of the individual. As in all cases, group guidance and especially as represented in its most infamous way, group counseling usurps the basic principle of guidance which is concern for the individual. It abdicates individual privacy for the mass confessional. It thwarts emotional fulfillment by the necessary limits inherent in a group. It imposes ethical limits on members of the group without knowing why except out of fear or being in a secret society. It attempts to solve individual problems through social pressure. It is a personnel approach for guidance purposes. It confuses cognitive learning about social interaction with affective coping for personal becoming. The group process through counseling is both immoral and unethical.

Another deterrent to the junior high school guidance is in the school counselors themselves. Some counselors are relegated to the junior high school as a farm system for senior high school. Some are overjoyed at relief from teaching and yet they still are contaminated by teaching fall-out. Information dissemination is confused with counseling. As at all school levels, too many school counselors have never experienced counseling. They are administrative assistants programming the pupil's future with an air of kindness. This should not be confused with counseling.

A fundamental deterrent in the development of guidance at any school level is the obsolete counselor education program. Every counselor education program in the twelve universities in this state is obsolete, some more so than others.[6] Each one offers the personnel-services approach. Some have tried to remedy this by putting in courses ad infinitum and willy-nilly to meet government demands. This hodge podge gives the appearance of being up to date but upon closer examination it is not an integrated program. Some counselor education programs are chamelion in nature changing to mental retardation if the need arises, to school psychology if prestige is at stake, to rehabilitation counseling if money is desired. The commitment is opportunistic, not professional. Some counselor education programs in an effort to list more than a lonely professor stretch the concept of the interrelationship of behavioral studies to the limit. Everyone short of the president is listed. Some are so static as to give the impression of high standards when in reality they are too unyielding to the demands of 1967. Now in the brief moments what are some possibilities.

Possibilities

These interferences to effective school guidance can be overcome. Each one of you needs to take action. It's difficult for you to take action because you have been contaminated also by counseling theory which has no relevance in the public schools. Some of you have heard me tell about one of my earliest experiences with it was when I was out West. A girl came into my office and said, "I said some foolish things to Robert last night." I tried to be nice and warm and permissive and I said, "Yes?" She said, "That was one of them." So it is difficult for me to stand up here and ask you to take courageous acts when you have become so diffident and docile that is hardly worth your effort to get to the counseling office. In a book which has had much impact on me there is a quote "I never promised you a rose garden. I never promised you perfect justice. . .and I never promised you peace or happiness. My help is so that you can be free to fight for all of these things. The only reality I offer is challenge, and being well is being free to accept it or not at whatever level you are capable. . ."[7] I would urge you to read Hannah Green's book, I Never Promised you a Rose Garden.

I do promise to each of you and to my students a few possibilities for developmental junior high school guidance. First, let's take a look at the pupil.

As the child enters adolescence, the process becomes a time of extensive personality thrusts toward middle and later adolescence, youth and adulthood. Significant shifts occur physiologically and psychologically within a social context. The pupil is moving forward. The school counselor should be concerned with the personality core functions. These are highly individualized and should be handled on a one to one basis. Too often the core personality functions are skipped by the school counselor as he proceeds directly and takes refuge in educational and vocational guidance. Educational and vocational guidance should emerge out of the foundations of one's individuality. What are the forward moving concerns of the child moving into adolescence as he or she becomes a junior high school pupil?

The junior high school pupil conceives himself in a number of ways. I have listed 13. These are that he want to:

1. be an individual important in his own rights

2. take a look at his aspirations for self-fulfillment

3. take a look at the sources which provide him status

4. take a look at the degree of independence characterizing his decisions on his level of maturation

5. take a look at his perceptions about his ability to control his environment rather than his environment control him

6. take a look at his dependence and independence characterizing his relations with others

7. take a look at his methods for considering and assimilating new values because he is now being challenged to new values

8. take a look at his concept of his own capacity for doing things for himself not as a group

9. take a look at himself and his self-esteem, not group esteem

10. be able to take a look at his ability to withstand frustration

11. have a chance to take a look at his ability to judge himself realistically

12. take a look at his sense of responsibility

13. take a look at his action and reaction to stress.[8]

These core dynamics must be first considered if education guidance and vocational guidance are to be meaningful. Too often educational guidance and vocational guidance become another form of subject matter instruction. This is due, in large measure, because the evolving, emerging, exciting foundation facets of personality have not been explored through the individuality of counseling. Educational guidance and vocational guidance can only be meaningful after one meets his struggle for individual identity. Those of you who read last week's issue of LIFE know there there is in one of our public journals a report of the struggle for individual identity. This is the problem of our time, not groupiness.

The major concern of junior high school pupils is self-identity. The pupil wants to explore the expectancies of the school, his concerns, and the way he acts. Borton[9] discusses this in an article "What Turns Kids On." He emphasized the analysis of responses to the question "What is human about humans?" and this aroused genuine interest in the pupils. This was done through curriculum procedures. One can only speculate at the additional impact and turbulence it might have created in an individual if counseling had been available.

As a teacher in one of my classes this quarter said, "This aura of freshness persists now in my classroom contacts with the seventh and eighth grades, and herein, at least for me, lies one of the chief keys to understanding and working with this age group. Everything is or can be made to appear new to them. In other words they are living in an open system. All the changes taking place within them can and do change their way of perceiving. They are finding new and wider concepts by which to judge. They begin to form their own attitudes rather than accepting preconceived ones. An adolescent is like a prism swinging wildly in all directions. Just which idea he will reflect today is impossible to predict, but the teacher has reason to feel that the many facets swinging into view will eventually blend into a meaningful whole for him when the gyrating ceases."[10] This emphasizes the readiness for attitudinal development as a uniquely individual process. As the teacher emphasizes learning cognitive substance, the counselor emphasizes the development of attitudes, the set which makes learning viable.

Learning about one's self is as much a part of education as is learning about the world outside of one's self. As too often found, the learning about and development of one's self is incidental to the planned learning of publicly mediated knowledge in the school program. Learning about one's self should be a integral, complementary part of the formal educational program. Basic education includes more than the usual skills of reading, writing and arithmetic. In our time it includes the understanding of and skill in handling one's self. The teaching function assists pupils to learn about the outside world and how that knowledge can be made personally meaningful. The guidance function, and in particular counseling, assists pupils to learn about the inner-world and how that information can be translated into meaningful behavior. This is the guidance function at all levels. It is particularly important on the one to one basis for the junior high school pupil, when he is seeking individual identity as he evolves out of the "groupiness" of a contamination of one teacher classes of the elementary school years.

The school counselor, at any level and especially at the junior high school level, should spend his time in counseling. In counseling, care would be given to the pupil's processing and discrimination of behavioral information. There are two key responsibilities for the school counselor. The first is counseling, and the second within counseling, the discrimination of behavioral information.

By developmental counseling I mean working with boys and girls who are doing all right and your encouragement for them enables them to go on at a better pace. Counseling by the school counselor was never intended for the dropout, the disturbed, the dissident, the disadvantaged. You have not had that in your training, if the Directory of Counselor Education is correct. You may have had a survey class. Developmental counseling means that you take a stand to do something. This, of course, means that you must do it with great disgression. Someone said it might apply to counselors maybe a little bit like Samson who killed a thousand Philistines with the jaw bone of an ass. Many counseling interviews are killed in the same way every day.

Developmental counseling which has for its clientele pupils who are below average, average or bright achievers, is not only focused on students with personal problems which interfere with their classroom learning or exclude them from the classroom altogether, but also is concerned with the privilege for all pupils to move beyond their usual pattern of progress. Apparent satisfactory or good progress may be but an indication of the excellent progress which can result from the developmental approach to counseling.

The school counselor should use his initiative in arranging counseling interviews with these basically normal, non-pathological, non-disturbed pupils. The pupil perceives all school staff as teachers and he has to learn what the counselor can teach him. The pupil has to realize that counseling is not only for the dissonant individual, but also has much to contribute toward his own total growth. He needs to understand that counseling can assist him to understand himself, as well as the instructional substance of the outer world, and to become a well-integrated personality.

The focus of developmental counseling is the strengths of the individual--educational, vocational, and social-personal--as opposed to the weaknesses. In a culture which emphasizes concern for wrongdoing and violation of mores, the counselor must pinpoint one's strengths and potential. This does not mean that the counselor minimizes, overlooks, or excuses the frailities of the human, but to focus on the human weaknesses can drive an individual into the abyss of despair instead of giving him hope for improvement. By focusing on a student's strengths, weaknesses can be kept in perspective and a more satisfactory solution of the troublesome concerns, which could become major problems, can be more readily achieved.[11]

In one sense counseling is concerned with the nature of judgment by a person in regard to aspects of his behavior based on information about it. The outcome of counseling is centered on information-handling based on information theory, anchoring phenomena and cognitive personality theory.

Illustrative of material in these areas are the following. One's discrimination of behavioral stimuli cannot be predicted from his ability to discriminate physical stimuli. One inference here is that because one does well in subject matter discrimination does not mean that he will discriminate equally well in his behavioral capacities. Too, the counselor needs to be concerned with how information anchors one to a position. For example, although one might argue that heightened arousal about a career may reduce discriminability, research support for this relationship is lacking. It might be hypothesized that while affective arousal about a concern affects discriminability, one's tendency to assimilate other ideas, especially moderate ones, may be increased.

When one can perceive highly complex situations he is more likely to see diversity in information presented. When one perceives only common situations, he perceives discriminability as increased similar information which is congruent with previous information.

These brief illustrations serve only to point out the school counselor's need to study the theory of handling behavioral information and how to observe this in the pupil as the pupil processes this information in the counseling function.[12] What has really been asked of us to do to make the difference between an antiquated school system and one that might meet the demands of our times.

And now just a few points as to what all of this means. If the true nature of the school counselor's job is to become a reality, needed changes should be recognized and made.

1. The school counselor is charged with the responsibility for counseling on an individual basis. He is not a trouble shooter for the administration.

2. Counseling must be an integral part of the educative program not an adjunct part of a program called "pupil services" or "pupil personnel services."

3. Counselor education programs must be drastically revised, and just to give you one example or two, motivational theory and information theory would be substantial courses or areas of study in an integrated program focused on an integrated personality rather than a program that focuses on discontinuous demands of life, for example getting a job, as important as that may be.

4. Clarity of counselor certification is needed, as it stands now no one knows what it needs.

5. It must be emphasized that counseling is for the normal pupil. And I think you have to keep in mind that school counseling must be identified with the positive nature of one's moving toward self-fulfillment.

School counselors must work with and be identified with those many, many pupils who do desire to grow. School counselors must realize that a positive climate is more likely to help the dissonant than a depressing, something-is-wrong atmosphere. School counselors must become the critical additives who encourage pupils. School counselors need to be identified with those pupils who aspire and achieve. All this should be done in the school counselor's attitude toward pupils. If pupils are to develop high goals, they need the contagious enthusiasm of someone who cares in an intimate way. This can best be done through counseling. It is in the counseling process with the counselor as a model the pupils have the opportunity to know and improve their self-concepts, to dream of new possibilities and to realistically consider opportunities for trying out new courses of action.

The attitude of hope, searching, adventure, and fulfillment should be the attitude of the counseling office and every school counselor, rather than being a trouble shooter, an arm of the administration, a disciplinarian in disguise, one that is working with the disadvantaged, and so on. This is eloquently expressed in the final scene of "Camelot." A young lad, about fourteen, appears from behind the tent of King Arthur. His name is Tom. When he says to a despondent King Arthur that he intends to be a knight, King Arthur tells him to go home. But as Arthur sees his hurt look, Arthur asks for the sword to knight him. Then he commands this boy to return home and carry out his orders. Tom is now excited and ready to run. And King Arthur tells him to run, run, run. Pellinore an aid to Arthur says, "Who is that, Arthur?" And King Arthur replies, "One of what we all are, Pelly. Less than a drop in the great blue motion of the sunlit sea. But it seems some of the drops sparkle, Pelly. Some of them do sparkle. Run, boy!"

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Mr. Nelson J. Houck

Thank you Dr. Peters. It would be rather presumptuous to try to summarize all of the diversity, all of the ideas, all of the challenges, and all of the concepts which have been thrown at you today. Rather we would hope that you have been challenged, hope that you have been stimulated, hope that you have been moved, and hope that through you the students with whom you work might also be challenged.

Miguel De Unamuno y Jugo concludes his book The Tragic Sense of Life with some words that I think are not inappropriate to the closing of this conference.

"I hope that sometime while this tragedy is still playing and at some interval between the acts we shall meet again and we shall recognize one another and forgive me if I have troubled you more than was needful and inevitable, more than I intended to do when I took up my pen to distract you from your distraction. And may God deny you peace but give you glory." Good night.

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NOTE: Eisenhower Junior High School, Oregon City Schools in Lucas County, will host the 1968 All Ohio Junior High School Guidance Conference.